

## PERSONAL COLUMN

My first reaction to the HMI report on Brent was "Thank God for HMI!" And then when all is said and done, that is my last reaction too. Here is a combination of qualities we badly need: a refusal to be stampeded into politically fashionable postures, a pedestrian enumeration of findings, a non-polemical but persistent intolerance of low standards. If Her Majesty's Inspectorate did not exist, we would most certainly have to invent it – and probably on a scale several times larger than at present.

However, having distributed the bouquets, let me say, carpingly, that the report as a whole still leaves two major irritations festering in the educational body politic, for which some more forthright words might have suggested a cure. Both seem liable to grow more itchy as time goes by. They are two of the major questions facing the education world at present. First, are the present laws and political structures actually capable of accommodating planning for falling rolls? And second, what is the officially recommended way of measuring academic achievement?

On the first, the press are more to blame than the HMI Report for the easily dismissive tone of the verdict that has reached the public. Labour Party politicians were not slow to bring to the attention of the press that Brent had been under Conservative control for two and a half years in the early 1980s. Hence the most serious management failing of the authority – that nothing was done about falling rolls – is represented as a fault evenly shared between local politicians of all parties, and (by implication) their spineless officers. This general impression is

### 'Are the present laws and political structures capable of accommodating falling rolls?'

certainly helpful to that faction that is impatient not merely with loony and revolting local government, but with stuffy and respectable local government as well. Hopeless, incompetent, town hall bumbledom, five years to answer a letter... A whole thesaurus is developing around the theme.

It is, to say the least, over-simple. As the Audit Commission pointed out, the Secretary of State himself is responsible for many of the delays over falling rolls reorganization. (Just think, after all, of Gloucester.) And as far as Brent is concerned, a former director of education put forward a comprehensive set of options for dealing with the



ANNE SOFER

## Facing facts

'School reorganization is an assault course, which few complete without injury'

problem early in the decade. On that occasion a combination of Labour inter-cine warfare and trade union activism showed those proposals firmly onto the back burner.

But the next attempt to reorganize the borough's secondary schools was actually stopped by the courts. It was hardly a case of the administrators and the politicians (at that point Conservative) sitting on their hands. On the contrary they were trying – if somewhat precipitately – to take action to avert the prospect of half-empty schools and half-functioning teachers described so depressingly by HMI last month.

In their haste they tripped up on the proper procedures and were defeated by an unbeatable combination of parents' pressure groups, academic advisers from Brunel University, and the judiciary. The victory made legal history: not only was it the first time a pressure group got legal aid for such a case, but a strong and controversial judicial definition of the status of the education committee, and of the co-opted "experts" on it, was delivered. And the parents' counsel offered a list of minimum conditions for an adequate consultation process that has since found its way into a DES circular. It was a triumph all round for the forces of progress; for the people against the Town Hall. But meanwhile in the schools, it was back to the deteriorating status quo.

This is no apology for any particular administration, still less – heaven forbid! – an attack on a resourceful bunch of community activists. It is merely a comment that under the present law and political facts of

life, school reorganization is a punishing assault course which is completed without injury by very few competitors.

The second uneasiness left by the HMI report is on the issue of measurement of results. HMI concludes that, all things considered, exam results in Brent are "not unsatisfactory". This squares with the 1984 DES analysis, contained in Circular 13/84, which related exam results to socio-economic factors in each local education authority. On this set of figures, Brent emerged

**'The tide towards measurement of academic performance is running too strongly to be stopped'**

slightly above average. On the more frequently quoted Sheffield University league table, compiled from these and additional figures, however, Brent is near the bottom. At least one other league table, that prepared by the Conservatives Caroline Cox and John Marks, on which Brent is somewhere between the two, is in circulation and commonly used in debate. (All these league tables, by the way, are now considerably out of date.)

Back in the Good Old Days, when anybody who was anybody in education disdained and deplored any sort of measurement of academic performance that did not matter. League tables were then words of abuse.

But now it does matter. The tide towards measurement of academic performance is

running too strongly for it to be stopped. Most people would agree that it is fair to judge schools on the progress, rather than the absolute achievement, of their pupils. The only fair way in which this can be done is by some sort of input/output measure.

The Sheffield researchers recommended, albeit with considerable circumspection, that I.e.s. should collect the results of tests on their 11-year-olds in order to collate them with the examination results of the same pupils five years later, and thus construct some measure of progress. If each I.e.s. does this differently, however, it will be difficult to collate the results. Already authorities as politically diverse as ILEA and Croydon are devising their own schemes.

In the new and harsher climate, there is a clear need for authoritative advice from HMI about how examination results, whether for an I.e.s. or for an individual school, are to be assessed. This, surely, is the sort of central guidance that would be acceptable where centrally prescribed 'benchmark tests' will not. Unless the educational world can speak with one voice about how to measure progress, it will be subjected increasingly to a crude comparison of the raw data of results – what all progressive teachers have feared since the days of Matthew Arnold. I hope that somewhere in Elizabeth House this work is being done – even though it may have been too sensitive to produce in the politically explosive context of Brent.

### NEXT WEEK

#### Binary divide

John Beishon argues that the Government has missed the chance for real reform of higher education because of its reluctance to tackle the universities

#### Parent power

Will annual parents' meetings be all talk and no action?

#### All their own work

Mode 3 lives on under the GCSE

#### Art and the election

Sir Roy Shaw looks at the respective parties' cultural shop windows

Extra: Resources for learning

## THE TIMES

# Educational Supplement

FIRST PUBLISHED 1910 PRICE 60p

## Privatization drive planned by Tory right

by Barry Hugill

A re-elected Conservative Government would massively expand the number of city technology colleges and embark on a course that would eventually lead to "the denationalization of education."

Mr Bob Dunn, the education junior minister, has told right-wing supporters within the Conservative Party that they must be patient and wait "just a little bit longer" for local authority control of education to be finally broken.

He said that while the CTC remained a pilot programme with only 20

policies that any subsequent non-Conservative Government could not undo.

Mr Giles Radice, Labour's education spokesman, warned that more CTCs would lead to a "ruinous fall in educational standards" and congratulated the Minister "for blurring out the truth of what the Tories are really planning."

Mr Paddy Ashdown, for the Alliance, said: "After 40 years of a unified education system schools are just beginning to deliver the goods – and now they want to smash it up."

All three parties expect education to play a crucial role in the election. The Conservatives will concentrate their attack on the inequities of Labour councils and on their plan to give control to heads and parents – a theme enthusiastically taken up by Mrs Thatcher this week.

Labour plans an intensive one-week campaign on the theme of "investing in children."

One of the casualties of the election could be the investigation by the Select Committee on Education, Science and the Arts into special needs and education spending. This week, MPs on the committee were busy trying to reach agreement on draft reports.

He added: "For 40 years the Conservative Party has been a knee-jerk reaction party to the educational policies of the other parties. For the first time since the 1944 Act we are devising anything at all."



Marathon man: Birmingham headteacher Roger Coxon ran in last Sunday's London marathon despite suffering a heart attack at 26, a stroke at 32 and a thrombosis in his left leg at 36. He clocked 6 hours 13 minutes. Mr Coxon, 43, head of Park View secondary school, Alum Rock, will donate the money he raises from sponsorship to his school and the Coronary Artery Disease Research Association.

## NOTICEBOARD

## No 304 CROSSWORD by Rufus

## PEOPLE...

The following appointments have been made to the Business and Technician Education Council: Mrs Gillian Armitage, personnel officer, Sainsbury's, Cwmbran, Gwent; and Mr Gary Hawkes, managing director, Gardner Merchant Ltd. Miss Susan Hampton, deputy head of Kingsfield school, Kingswood, Bristol, to be head of the Red Maids' school, Westbury-on-Trym; in succession to Miss Enid Castle, who has been appointed principal of Cheltenham Ladies' College.

## CONFERENCES...

May 21-24 Towards the open school, international Community Education Association at Isles, near Marseilles. UK contributors include Andrew Fairbairn, Harry Ree, Lizzie Gibson and John Rennie. Fee, subsidized by the French authorities, £40 (rail about £90 return, right £135 return). Details from Alan Blackhurst, Development Officer, ICEA, c/o Briton Road, Coventry CV2 4LF.

May 27 and June 9 Industrial Society conferences on industrial governors: May 27 aims to reach existing industrial school governors and potential governors through their employers; June 9 is for employees who are or would like to become school governors. Details from Suzie Lunnison, The Industrial Society, Robert Hyde House, 48 Brynston Square, London W11 1LH.

May 30 Food, young people and society: what should young people be eating? at Liverpool University, organized by the McCarrison Society, founded to study the relationship between nutrition and health. Fee £65 non-members. Details from the McCarrison Society, 24 Paddington Street, London W1M 4DR.

June 2 Re-training women in technology to meet changing needs: organized by the Women and Training Group and the Engineering Industry Training Board at Elstree Moor House, Borehamwood, Hertfordshire. Speakers David Halsall, Doris Chapman and Catherine Hood. Fee £25. Details from WTG, GLOSCAT, Oaklands Lane, Gloucester GL2 5HW.

June 3 Medicine at the Royal Free Hospital: a meeting for sixth-form students to read medicine and teachers. The programme includes the curriculum, admission procedures and policies, and details tours of the hospital and medical school. Details from Dr W Clarke, Sub-dean for admissions, Royal Free Hospital School of Medicine, Rowland Hill Street, London NW3 2PF.

## COURSES...

May 22 Opportunities in information technology at the Industrial Society, led by Caroline Blazner. Fee £30 plus VAT. Details from Fiona McCrone, The Industrial Society, Robert Hyde House, 48 Brynston Square, London W11 1LH.

Brynston Square, London W11.

May 28-30 Working as an outside consultant: a workshop for advisers, inspectors, moderators and others brought in to assist institutions at the Further Education Staff College, Bristol. Fee £25. Details from The Registrar, FESC, Blyford, Bristol BS16 6RG.

From April One-day workshops on Computers as a youth work tool run jointly by the National Youth Bureau and the National Youth Council, Leeds, South Wales, Taunton and Liverpool. Details from Bruce Edmonds, Community Computers UK, Royal Victoria Dock, London E16 1BT.

Breakthrough Trust The trust organizes courses for deal people with positions of responsibility in national and local voluntary organizations. Topics include starting new projects, planning, management and evaluation. Details from the Breakthrough Trust, London, Centre, The Hall, Payton Place, Greenwich SE10 8RS.

## EVENTS...

May 16 Higher education and deal people at Birmingham University from 10 am to 4.30 pm organized by the National Association for Tertiary Education for the Deaf. Details from Mr Warren Nicholson, Bourville College, Bristol Road South, Birmingham B31 2AL. Please enclose a stamped addressed envelope.

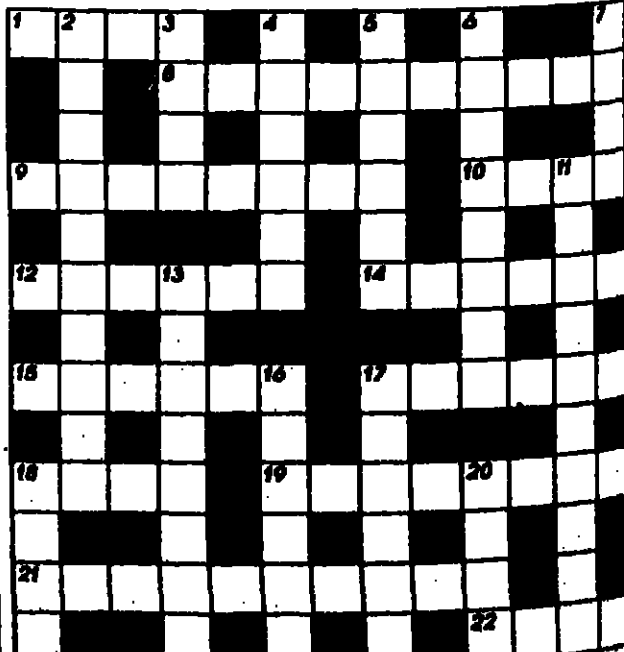
May 16-22 An exhibition of the work of 5 to 11-year-olds from 12 primary schools at Bideford Arts Centre to coincide with the opening of the new Torridge Bridge.

Until June History Around You: a temporary exhibition at East Grinstead town museum aimed at schools and child visitors and based on the television series. Admission free. Details from the museum, East Court, East Grinstead.

## COMPETITIONS...

The National Trust Schools are invited to send art entries of National Trust sites for the 1988 calendar design project. Entries may be from individuals of any age in a particular school and the judges will be looking for the designs that most imaginatively match the Trust's sites and open spaces to particular months. Entries should be in one colour only and on A4 size paper. Closing date July 13. Entries to the NT Calendar Project, 8 Church Street, Leacock, Clippertonham, Wiltshire SN15 2LB.

Clothing design A competition for schools and colleges to design uniforms for different occupations (school-crossing attendant, fast-food restaurant and service-station staff, for example). Prizes of art equipment and cash to winning individuals and schools. Details and entry forms from Garnett Keeler Ltd, 60-63 Victoria Road, Surbiton, Surrey KT6 4HW. Closing date July 17.



## Across

- 1 A bit of a bug, perhaps (4)
- 5 Too proud to take lodger, honest (5)
- 9 Caledonian will be put out by this cost (6)
- 10 Frazzled returned two-fold (4)
- 12 A wild horse on hand (6)
- 14 Girl is found in dreadful need (6)
- 15 Tax-protester who presented her built form (6)
- 17 Former forward, and a very good one (6)
- 18 Eager to know the way in (4)
- 19 Bill living in rectitude (8)
- 21 A pretty snail for a Scots dance (10)
- 22 Dies about eleven, perhaps (4)
- 23 Later on I sure to the East (6)
- 24 Brave father put up with pain (6)
- 27 Bolt or lock the door to prevent entry (4)
- 28 Touch with an evil greeting (4)
- 29 Fables in the pastimes? (4)

## Down

- 2 Criticism for a jester (10)
- 3 I go into bat at the end of the line (4)
- 4 A pure beginner? (6)
- 6 A way of acting (6)
- 8 It may produce water or ailments leading to little sleep (4, 4)
- 7 I have an old-fashioned image (4)
- 11 Stripped and withdrawn (10)

## Mock elections may not be legal

by Sarah Bayliss

Primary schools conducting mock elections in the run-up to June 11 may run into legal trouble, depending on the interpretation of a clause in the 1986 Education Act.

Clause 44, which outlaws "partisan political activities", was a successful amendment to the Act, inserted against Government advice by Baroness Cox (Conservative) during its report stage in the House of Lords last year.

It states: "The local education authority... and the governing body of a school shall not... facilitate the pursuit of partisan political activities by any of those registered pupils of the school who are junior pupils."

Arguments against the clause were that it would prevent MPs or local councillors from visiting primary

schools to talk about political activities or even end school visits to Parliament. "If that is the price to be paid, we believe that it is worth it," Lady Cox said. "Pupils of primary schools do not need such activities as part of their education. There is time enough for that when they reach secondary school age. Surely it is better to keep primary schools as politics-free zones."

Some primary middle schools – whose children are governed by the definition "junior" if they are under 11 – have already entered into the election spirit through John Craven's *Newsround* on BBC television. It aims to record the results of a mock election in one school – primary, secondary or middle – in every constituency with the help of The Times Network System.

This week, Mr Stephen Green, press officer for the Conservative Family

Campaign, said mock elections in primary schools should be outlawed. The fact that this clause exists would, I would have thought, mean the running of school elections was fraught with the danger of a visit from Inspector Knacker of the Yard.

A spokesman for the Department of Education and Science said that "if properly conducted, and if the mock election represents more than one political viewpoint, then the activity as a whole cannot be seen as partisan."

Mr John Craven told *The TES*: "All shades of opinion will be represented in this poll, for which we have the support of many politicians and the backing of The Hansard Society. Since the Extra Election was announced on BBC1 at the end of March, we have not received a single objection."

"Off air", page 32

## ILEA issues ultimatum to troubled comprehensive

by James Melkile

A South London comprehensive school, hit by a fire bug and five years of "no cover" action by teachers, has been given until next Friday to satisfy the Inner London Education Authority that it is being properly managed.

But Mr Ken Noble, head of Tulse Hill school, says ILEA must share the blame for failing to enforce the law which now obliges staff to stand in for absent colleagues.

There have been 15 outbreaks of fire at the school since January, involving burning pieces of paper, and three of them, damaging a classroom cupboard and air ducts, have been considered "serious" by Mr Noble.

No culprit has been identified, but Mr Noble says any pupil involved would probably be expelled.

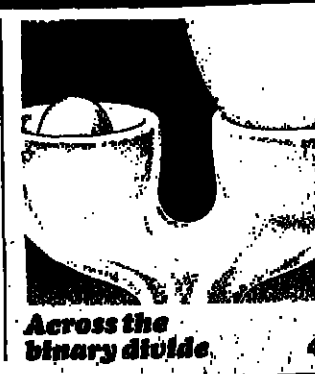
ILEA has not said what action it would take if the school failed to satisfy officials. Mr Noble at present supervises about 115 classes a week, sometimes involving a quarter of the 690 pupils because of "no cover" action by many of the 60 staff, 18 of whom are identified as "surplus" by ILEA, and lack of supply teachers.

"The school is not unmanageable. The boys have been very co-operative. It is about time the authority did something to come to terms with people who are not obeying the law," said Mr Noble.

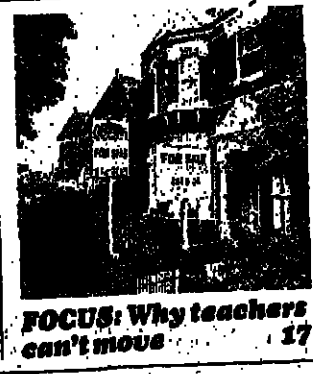
ILEA has repeatedly threatened to dock money from teachers who refuse to cover. A decision to put the threat into action, coupled with new supply proposals, may be made next week.

## THIS WEEK

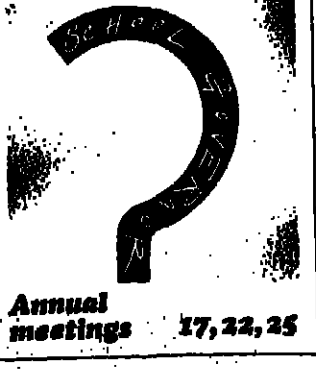
COMPETITION	PRIZE
CONTRIBUTOR TO WORK	16, 17
NEWSFOCUS	18, 19
TECHNOLOGY	20, 21
ARTS	22, 23
BOOKS/ARTS	24, 25
TECHNOLOGY	26, 27
NEWSFOCUS	28, 29
TECHNOLOGY	30, 31
ARTS	32, 33



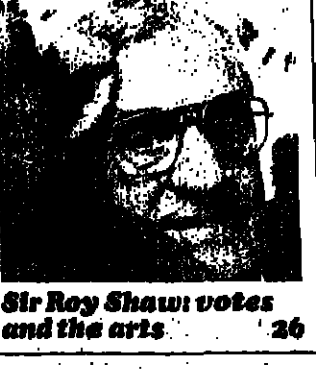
Across the binary divide



FOCUS: Why teachers can't move



Annual meetings



Sir Roy Shaw votes and the arts



EXTRA: Resources for Learning



## Under starter's orders

Theoretically it is only on Monday when Parliament is dissolved that the election campaign opens. This will be news to most people who thought it had begun months ago. Education will be much discussed (if little analysed) as an election issue. In reality, the election will turn on the standing and credibility of the parties and their protagonists—not on any issue in particular, but over the whole range of characteristics by which governments are judged.

All parties say they want to debate issues and expound policies. They say this even while they indulge in personalities and invective. But unless you can assess the credibility of any potential party in government, how can you assess the serviceability of the carefully-nuanced platitudes which constitute their manifestos?

These are not the columns in which to argue the main economic and defence considerations which the electorate will have in mind in assessing the parties' seriousness as contenders for power. But in due course we shall dutifully report the education sections of the manifestos and give the party salesmen their chance to set out their stalls.

The first observation to make, however, concerns the extraordinary way in which the traditional roles of government and opposition have been reversed in the current educational debate. After eight years of Conservative rule, Mrs Thatcher's ministers might reasonably be cast in the role of defenders of the present education system. Not a bit of it. Mr Kenneth Baker's stance is that of the radical iconoclast. Like Mrs Thatcher in other circumstances, he sits in his office in Elizabeth House, staring down at the crossed lines of the Waterloo station approaches, and asks: "Why doesn't the Government do something?"

He admits no responsibility for the present state of education which Conservative and Labour Governments have brought about. The present legal

structure, administrative practice, philosophical climate, financial base—all these, in effect, the Conservatives have succeeded in repudiating and blaming on the "system". They have contrived to hold the teachers and the educational administrators, the local authorities and local representatives, responsible for the kind of education system we have.

They have conveniently forgotten that it was their governments at Westminster which have been in charge for 25 out of the past 42 years, and which have directed the development of public education. Instead they have rounded on the professionals within the system and succeeded in forcing them on to the defensive. So we have the strange phenomenon of the Government attacking the education system and decrying its faults, while the teachers and the administrators defend it. And we have the Conservatives arguing for radical reform while opposition parties, Labour, Liberal and SDP, find themselves again like yesterday's men, advancing in one form or another, refurbished policies from the 1960s and 1970s.

The opinion polls suggest (page 6) that Mr Kenneth Baker's skill in presentation quickly raised the Conservative's ratings from the nadir of the Joseph period, but that his more recent policy pronouncements have not done much either way for the Conservatives' image on education. But Labour's traditional reputation as a pro-education party, on the other hand, seems to have been dented, no doubt because people associate it with the teachers' strikes and industrial action.

Mr Baker has given the opposition parties plenty of targets to aim at but so far Labour, at any rate, has not succeeded in hitting them with any regularity. The Alliance, the polls seem to show, have made up some ground on education, while Labour has been slipping. And, of course, the Alliance has a good foothold in education. A TES/NOP poll at the 1983 election showed strong Alliance support among the

teaching profession. It is most unlikely that Mr Baker's gyrations have diminished this in the present turbulent conditions.

What is plain is that, while the professional teachers and administrators who have to make the system work must give the education system their commitment, there is no reason why they should accept responsibility for weaknesses of structure which the politicians have ordained. There are, clearly, enormous short-comings in our education system and the social structures which underpin it. If this were not so, we should not have one of the highest drop-out rates in Europe—more like Portugal and Greece than Scandinavia or Switzerland. There are manifest failures in industrial training and in the application of further education to the raising of productive skills at every level—failures which do not lie primarily at education's door but at the door of government and industry and commerce. And there are the shortages of books and stationery and the schools which go unpainted and provide a deeply depressing working environment for a teaching profession which is undervalued in more ways than one.

It is no part of the job of the professionals to defend the indefensible—those shortcomings which can fairly be laid at the door of inadequate teachers or incompetent local authorities. But the professionals have a right to expect all politicians to demonstrate their own fundamental commitment to the education system they have helped to build. The kind of destructive criticism which has characterized the Government's dealings with the schools over the past six years has been profoundly damaging to the long-term health of the education service. And if there is one thing which Mrs Thatcher's ministers might have been expected to learn in eight long years, it is that most educational reform is a long-term business which depends on patient preparation, not instant PR.

## COMMENT

### All things to all men

Local education authorities fearing for their future in the event of a Conservative victory, can take heart from last week's DES Circular No 3/87 (News focus, page 16). Providing for Quality: the pattern of organization to age 19 has implicit in it a clear and continuing role for L.E.A.s. It is to do the dirty work for the Secretary of State on school closures and amalgamations.

If local authorities did not exist, it would be necessary to invent them to take the tough decisions required to remove 850,000 surplus places from use, establish minimum school sizes, and save money (as required, variously, by the circular, *Better Schools* and the Audit Commission). They can then be cast as fall guys allowing the Education Secretary to step in as a *deus ex machina* to rescue whomsoever he wants to save.

When Mr Kenneth Baker announced last week in the House of Commons that he was softening the draft circular's line on small village schools, he successfully diverted attention from the full text of the circular which appeared two days later. In most respects it is remarkably similar to the draft—and just as likely to be ignored.

A better impression has been created by disguising the figures and the issues. Instead of quoting numbers, the circular refers readers to *Better Schools*, where the minimum desirable sizes are virtually the same as in the earlier draft. The added ingredients are emollient phrases about special considerations for hard cases.

To be helpful to decision-makers, the circular might have gone in one of three ways. It could have bowed in to the over-riding need to keep the bills down. Or it could have emphasized



that the important thing was to get the future pattern right by adopting the White Paper approach to school size. Or it could have gone all out for the recognition of local community preferences and political no-go areas.

Instead, this circular says all three things at once. The fundamental problem is Mr Baker's ambivalent attitude to local educational administration.

If he had left it to the L.E.A.s to decide which schools to close, he would in one sense have been let off the hook, but he wants to have his cake and eat it—and, in a sense, the Education Act itself is based on this ambivalence.

As it is, the local authorities are now deeper into a minefield where they can be sniped at for wasting money if schools are too small in White Paper terms, or outflanked by special pleading if they go for amalgamation or closure.

One education officer conjures up a vision of a market town surrounded by outlying villages, where all the schools

are too small, but all are sacrosanct on one ground or another—single-sex, denominational, village, proven worth...

This is not a circular which gives a clear educational lead in any direction, and it certainly doesn't tackle theological problems like that. And it has to be remembered that what the Education Secretary says about an issue like rural schools affects what a local authority can do about them rather more effectively than written guidance.

Other off-the-cuff announcements about relaxing admission limits for popular schools don't exactly ease the problems of planning for change either.

It is worth noting that a scrutiny of school reorganization procedures commissioned by Mr Baker last June has also just been published. Carried out by Mr Angus Mitchell, a distinguished former secretary of the Scottish Education Department, the scrutiny report makes proposals for speeding up procedures and updating published guidance on criteria which Mr Baker gratefully accepts.

Mr Baker draws the line, however, at many of the other 18 recommendations, including several which many local authorities would welcome: that L.E.A.s should be empowered to publish proposals for the reorganization of voluntary schools; that deputations should not normally be received by DES ministers or officials; that representations by Members of Parliament should not normally be considered more than four months after the proposals have been published.

All these relate to the sort of special pleading that makes life so much harder for local authorities bent on the money-saving reorganization needed to put resources where they are most needed. Could that be why (according to the DES press office) only 20 copies of the scrutiny document have been published?

One education officer conjures up a vision of a market town surrounded by outlying villages, where all the schools

### Subject to contract

The recent White Paper on *Higher Education: Meeting the Challenge* announced that the new Universities Funding Council and its public sector counterpart, the Polytechnics and Colleges Funding Council would distribute money to institutions by new methods. In particular it introduced the notion of "contracts".

Now (page 3) the DES has issued a consultative note which provides a preliminary agenda for the UFC and PCFC (when they come into being) to work on. The aim is to make institutions spell out more clearly what they can do for how much money and to pay them to perform what they promise. The inference would be that in bidding for contracts they could be in competition with each other, putting the funding councils in the position of a client who can compare prices and past performance.

Not all the functions of a higher education institution can be paid for by specific contracts. For instance, the advancement of learning and the maintenance of scholarship don't lend themselves to competitive tender. Nor will it always be possible to fund new courses on the same basis as old.

After reading the consultative note you are left with the feeling that there is some way to go to make reality live up to the fashionable rhetoric.

### no comment

"I shall not be attending any more philosophy A level evening classes due to a difference of opinion with the lecturer."

Letter from an evening class student to Principal of Westminster College.

## Second Opinion

### Battered Brent takes more bruises

Brent has always succeeded in attracting national attention which has been in all respects completely out of proportion to its size. It was, therefore, inevitable that at some stage the Secretary of State would visit the town.

Her Majesty's Inspectors admitted that the reasons for the inspectors' visit were not entirely educational. It was, however, there to come as a great surprise to the Secretary of State that there was nothing within the authority's equal opportunities policies that had been detrimental to educational provision.

Nevertheless, there was much to be learned from the report that was justifiably critical of the authority. Having said that, it is valuable to understand the background.

The management of the authority has been severely criticized for its inability to manage falling rolls. It is certainly worth noting that Brent tried three times within this decade to attempt secondary reorganization—in 1980, 1983 and 1984. On each occasion, for good reason, it failed.

We have attempted redeployment, but, in trying to do so, one cannot forget that at one particular school, 20 teachers barricaded and besieged the headteacher one summer's morning in 1984. What followed was a series of events too complex and complicated to record within this column, but the upshot was that this effort to redeploy teachers from one over-subscribed school failed.

Over the past two years, we have seen an enervating and bruising battle being waged between the Secretary of State and the teacher union. Mr Brent has tended to suffer more than most with teachers in over-subscribed and generously staffed schools relating to cover for absent colleagues. It is an effort to recruit more supply teachers, the authority has increased the salaries of supply teachers from Scale 1 to Scale 2.

Within London, the pool of teachers has diminished more rapidly than in the country as a whole. This has been entirely because of the cost of housing. In an effort to combat the problems caused by this factor, Brent has awarded 185 additional points on top of the maximum to attract people into the borough.

HMI has indicated that too many of Brent's young people under-attain. Elected members have been just as concerned, as a consequence of which they carried out an investigation of their own between 1983 and 1986. The report *The Two Kingdoms* was the result. Action was initiated in the form of the development programme for racial equality—the scheme to improve standards in Brent schools, especially for those children who are black (roughly 50 per cent of the pupil population). These teachers, commonly dubbed "race spies" by the press, will begin work this term.

Finally, it must not be forgotten that in June 1986, the former director of education resigned. The deputy director was appointed director of education in Walsall in October 1986 and the education officer (schools branch) was promoted in the Inner London Education Authority.

The teachers' industrial action. The negative media attention and the vacancies within the education department all served to add to the pressure that Brent was under at a time when HMI descended. This by no means answers the criticisms that have been made, but it will help to put the report into correct perspective.

David Sassoon

David Sassoon is acting education officer (schools branch) in Brent.

NUT and NAS/UWT under pressure to cancel plans for future joint action

## Election forces strike policy review

by James Melkle and Diane Spencer

Union leaders will decide on Monday whether to continue selective strike action up to election day.

Half-day stoppages will go ahead in 13 local education authorities next week, the last before half-term, but plans for future joint action by the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers have still to be determined.

The NUT particularly has been under pressure from the Labour Party to call off the strikes so as not to "divert" attention from other education issues during the election campaign.

The union rebuffed Labour advances at its annual conference last month, stressing its lack of party affiliation, but there will be some members urging a reconsideration.

Others will argue that disruption should continue to keep the issue of negotiating rights to the fore as a political issue.

The NAS/UWT has so far seen no reason to scale down the action in early June. Its executive was meeting today, but there will be no announcement about future plans until after a joint meeting with the NUT next week.

These L.E.A.s could be in the firing line for more selective strike action in a dispute over the new legislation. They are planning to bring their cover arrangements in line with the three days specified under the Teachers' Pay and Conditions Act, according to teachers' unions.

After a meeting of the joint NAS/UWT and NUT action committee, the NAS/UWT deputy general secretary Nigel de Gruchy said three authorities—Essex, West Glamorgan and the Walsall—were trying to worsen their

cover arrangements. He said: "We agreed with the NUT that we would approach those authorities in a national local deputisation and request they should abide by their previous better practice. If they refuse to abide by it, there is a prospect we would organize further selective strike action."

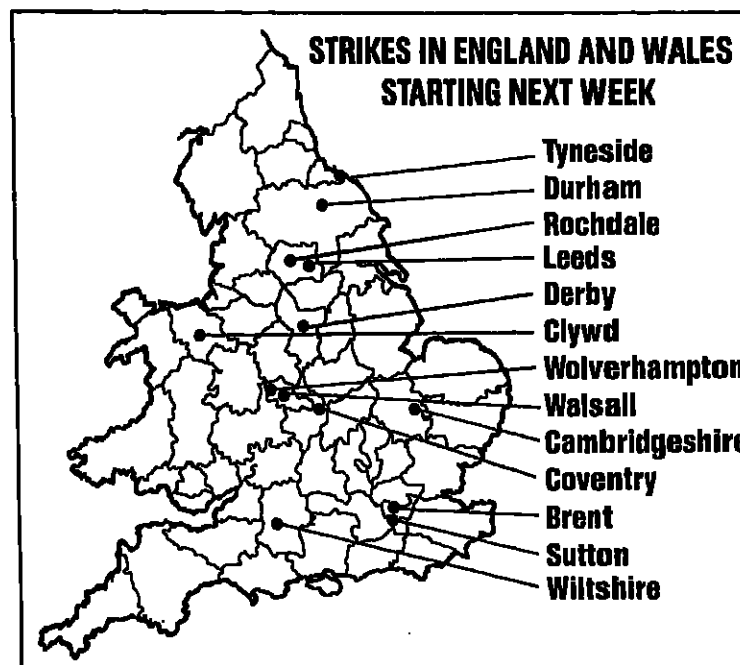
College lecturers this week started a series of regional strikes and rallies in pursuit of their 20 per cent pay claim, which has already involved an overtime ban and refusal to cover for absent colleagues. The executive of the National Association of Teachers in Further and Higher Education will today authorize a ballot on a proposal to withhold students' examination marks—although the sanction would not be put into immediate effect.

Talks with the employers, who have offered a 9.3 per cent staged increase starting with 4 per cent from last April 1, are progressing slowly. The union says the proposals only represent a 6.9 per cent increase and also opposes demands for an average teaching week of 22 hours.

Meanwhile, Mr Kenneth Baker dropped a broad hint to polytechnic teachers this week that he favours separate salary negotiations for further and higher education lecturers.

The Education Secretary told the annual council meeting of the Association of Polytechnic Teachers in London that he was "not entirely surprised that progress on FE lecturers' pay and conditions has been slow and uncertain. The circumstances of the different elements in FE differ widely."

"As to the future, let me quote from a document *The APT Salary Claim 1987*: 'A major cause of the present unacceptable position has been the



joint FE and HE negotiations on salaries which previously took place in the Burnham Further Education Committee."

Mr Baker said he would consult shortly about arrangements for determining pay and conditions to be adopted in the polytechnics and college sector. Under the new constitutional arrangements for this sector, polytechnics would own their land, buildings and equipment, and employ their own staff. This would inevitably mean a change in pay bargaining practices.

However, he said he had made it clear he did not "disagree with the shape of the current pay offer made by your employers which recognizes clearly the need for relatively larger increases for senior and principal lecturers who are primarily concentrated in advanced further education". Mr Baker added that funds to finance higher pay would not be met by the Government. "It would not be right for the Government to provide additional resources to buy out some of the more comfortable working practices enjoyed by some lecturers."

## Polys to be nurtured on merit

The future of the polytechnics will be "unashamedly meritocratic", Mr Kenneth Baker told the annual council meeting of the Association of Polytechnic Teachers in London on Tuesday.

Speaking on the White Paper on higher education, the Education Secretary said the polytechnics would no longer be the recipients of more or less unconditional grants for which they were only tenuously accountable. Instead they would be under contract to the Polytechnics and Colleges Funding Council.

This would encourage entrepreneurship and cost-effectiveness as the resources would be targeted on the strongest, most enterprising institutions. "It is in the nation's interest to nurture the most vigorous shoots."

The polytechnics would be able to enter into contracts with industry on their own account, at their own risk, and at their own profit, he said.

His speech followed the Government's publication of two consultative documents: one on the proposed new Universities Funding Council to replace the University Grants Committee and the other on contracting arrangements between higher education and funding bodies.

Polytechnics are less likely to feel the effect of contracting than universities, it was suggested this week.

Dr Ray Rickitt, the chairman of the Committee of Directors of Polytechnics, was optimistic about the consultative document, and suggested that little will change.

But university registrars and vice-chancellors expressed grave reservations over the small print of their contract document.

## IN BRIEF

### Applications rise

Teacher-training places for mathematics, physics and craft/design technology are likely to be filled this autumn for the first year since 1983.

Applications are up by 99 per cent for CDT, by 80 per cent for physics and 42 per cent for maths. This dramatic rise follows the introduction last year of £1,200 tax-free bursaries for maths, physics and CDT graduates accepted for teacher training.

### Union promotion

Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, is to become one of the union's two general secretaries. He takes up the £30,000 a year job next January following the retirement of Mr Geoffrey Beynon.

### Pupil insurance

Parents of a child injured at school have not automatically been entitled to compensation.

But the National Confederation of Parent-Teacher Associations is now recommending an insurance scheme which provides full cover for children at all times. It will be run by Brown Shipley Schools which manages a similar one for independent schools.

### IT boost

Almost half the Government's new £40 million spending on education support grants next year will be used to boost information technology in schools and colleges. Mr Kenneth Baker announced last week.

### Places network

Both the university and polytechnic clearing schemes for late applicants with suitable qualifications will be instantly available on computer through the Times Network Systems (TTNS) from September.

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## Negotiating rights form unions' main plank

James Melkie reports on the plethora of 'manifestos' for the election from teacher unions

A demand for a quick return of negotiating rights forms an important plank in election 'manifestos' prepared by the TUC-affiliated teacher unions.

But the National Union of Teachers, in its document, *Building a Better Future*, makes little mention of teachers' pay, preferring to concentrate on nursery and primary education, the future of the GCSE, and the need for more resources generally as key areas for debate.

The union opposes city technology colleges as an assault on the right of all children to a high standard of education, asserts the need for a broad curriculum while avoiding prescription, and supports the principle of a locally-provided education service.

It describes its proposals as "child-centred" rather than "teacher-centred", arguing that a massive investment is "what we believe parents and public want".

The National Association of Schoolmasters/Union of Women Teachers is still finalizing its pre-poll publicity. The



Improved nursery provision is seen as a priority by the NUT

union is likely to renew its call for more pay and better conditions, as well as raising the issue of negotiating rights. A case for better education funding will also be spelled out.

The unions will be sending copies of their programmes to all candidates as well as organizing public meetings. The Education Alliance, an umbrella group for unions, parents' groups, and pressure groups, will also be campaigning.

Tertiary colleges are "in" and school sixth forms on the way out in the manifesto of the National Association of Teachers in Further and Higher Education, which calls for a comprehensive education and training policy.

The unified approach should be further reflected in joint education and training committees at local authority level and a single Government department combining these responsibilities, says the union representing nearly 80,000 lecturers.

Familiar calls for an educational maintenance allowance for 16 to 19-year-olds, as well as financial support

for other would-be students, are made in a 20-page document released on Tuesday, just a day after the election date was announced.

NATFHE calls for one national planning body for universities, polytechnics and higher education colleges, and mounts a strong defence of local authorities as the main means of delivering education and training after school.

The leader of public school heads told politicians to "push off" and leave education to teachers, parents and pupils.

Mr Martin Rogers, chairman of the Headmasters' Conference, and chief master of the King Edward VI School, Birmingham, was speaking at the annual meeting of the Association of Voluntary Aided Secondary Schools in Handsworth, Birmingham.

He said politics and education did not mix. "I suspect that a very large number of voters would like to see the politics taken out of education and would support those parties who promised a 'hands-off' approach."

## Town halls' complexion only a little less red

By far the most important outcome of last Thursday's local government poll was that it sealed the date of the general election. Of the 36 metropolitan districts - all of which are responsible for education - only four discovered on Friday that they had new political masters.

In three of those it was a matter of Labour losing control without any other party gaining it. Only in Liverpool was there a major change with Labour capturing the seat back from the Liberals.

In Wolverhampton the council is now "perfectly balanced" with Labour holding 30 seats, the Alliance 7 and the Conservatives 23.

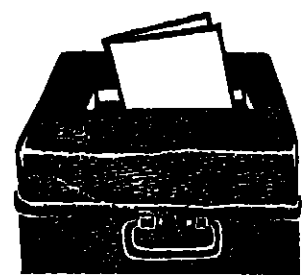
The Labour group has determined to go it alone and press on with policies already introduced or planned. This means a further push towards tertiary reorganization throughout the city and an equal opportunities education policy.

There is every possibility that Labour will take the chair of the major committees, including education, because the socialist mayor has a casting vote.

In Kirklees, Labour now has 33 seats against 21 for the Tories and 18 Alliance. The party hopes to run a minority administration with Mr Dennis Ripley as education committee chairman. To do so it will probably make an arrangement, official or otherwise, with the dominant Liberal wing of the Alliance.

The previous Labour council had plans for a major schools' reorganization, which would have involved the closure of a popular primary school. The Liberals were prominent in the campaign to save the school and it could well be that Labour, if it does manage to retain power, will re-think the proposal.

Labour did badly throughout the West Midlands and Walsall went the same way as Wolverhampton. It remains the largest party with 29 seats to 17 for the Conservatives, 9 for the Alliance and, to confuse matters, 5 Independents.



Barry Hugill reports on how last Thursday's local election results will affect I.E.S.s.

It is too early to say whether Labour will be able to form an administration and a great deal of negotiating will have to be done. Mrs Dinah Tuck, the education officer, is well-versed in the intricacies of hung councils after several years with the London borough of Brent.

Labour is understandably jubilant, regaining Liverpool. In a sense the never lost it, the Liberals only took over following the disqualification of 47 Labour councillors by the High Court earlier this year.

There is a feeling in the city that the major traumas are over and that the future will be, relatively, peaceful.

The influence of the Alliance Tendency was not important in determining the old Labour administration's education policy. The primeval was perceived to be the reorganization of the city's secondary schools into community colleges and this has now been achieved.

The new council's main task is reorganization of the primary sector and consultations with parents will now go ahead.

The new council leader, Mr Barry Rimmer, has pledged that Labour will continue with its ambitious housing programme, which could mean a shortage of cash for schools.

## Gallup poll brings more baleful news for Labour

by Demitri Argyropoulos

As the general election campaign gets underway, the latest Gallup poll brings bad news for Labour on education. While still seen as the party with the best educational policies, their support is on the slide.

The poll, undertaken in mid-April, shows Labour support on this issue dropping for the third month in a row. When asked "Which party has the best policies to deal with education and schools?", 32 per cent answered Labour, 28 per cent Conservative and 19 per cent Alliance.

What is of particular significance is the trend that lies behind these figures. From October 1984 to Kenneth Baker's appointment last May, support for the Conservative Party had steadily declined from a high point of 35 per cent to an all-time low of 16 per cent.

By the end of last year the Baker factor had doubled that support to 30 per cent. This year the pattern has been different, with Conservative support oscillating every month.

For almost the whole of the past four years Labour had remained rock steady at around 40 per cent, the figure they were at in January. Since then, Labour support on education has crumbled. It is now at its lowest level since Gallup started asking this question in November 1982.

Education is one of only three policy areas where the electorate prefers Labour to the Tories, the others being unemployment and health. Labour

Breakdown of support for parties' education policies				
	Jan	Feb	March	April
Con	25	30	28	28
Lab	40	35	34	32
All	13	16	19	19
Don't know	22	19	21	20

support has dropped since January in all three areas.

These are also the areas that the electorate most want discussed during the general election. When Gallup asked which of 12 issues should be discussed in the election, 59 per cent mentioned education. This is an increase of five points since February and makes education the third most important issue on the voters' minds.

The table shows the level of support for each party's education policies. The Gallup poll was conducted between April 8 and 14 among a nationally representative quota sample of 986 electors in more than 60 districts.

Demitri Argyropoulos is a founding member of the Conservative Education Association.

## 'Voluntary' overtime that could cost a school dear

Headteachers have been advised to set their own strict time schedules in response to work-to-contract moves by the two biggest teacher unions.

They have been warned not to sign "blank cheques" by telling staff to do extra-curricular or voluntary activities, thus using up parts of the 1,265 hours a year in which teachers can be directed from next term.

Approaches by teachers offering to take pupils on field trips, French exchanges and dramatic productions should be treated with caution, Mr John Sutton, the salaries and conditions of service officer for the Secondary Heads Association, told about 150 members in Taunton on Saturday.

"When you say 'yes', encouraging them for their dedication, also say 'Of course, you understand I am not directing you to do this'. You must be absolutely clear."

He warned against directing some volunteers and not others. "You are in for all sorts of invidious comparisons if you go down that road."

Agreeing to "direct" for voluntary activities could lead to the unions declaring that next summer term "ended" on May 1, 1988 as far as directed time was concerned, Mr Sutton said.

He was advising heads on how to respond to new guidelines on imposed conditions of service issued by the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers.

Such display could lead to complaints from parents or other members of the public to the school governors, the employing local authority, or the Education Secretary.

There has been no legal test on the wearing of badges, although the "political education" clause of the Act came into force last January. But some heads

James Melkie reports from a Secondary Heads Association conference on the legal worries of headteachers

Additional hours, beyond the 1,265, for preparing and marking work should be "reasonable".

Heads should now publish their own time budgets including allowances for the timetabled week, term periods, assemblies, breaks, duties before and after school, staff and parents' meetings, appraisal, activities in the extra five days beyond the 190-day pupil year, as well as leaving time for contingencies.

Mr Sutton said heads should be similarly explicit over cover arrangements. Refusal to cover would have to be reported to local education authorities. "We would be unwise to condone it because we would be in breach of our

own responsibility." Equally, however, SHA did not have to defend local authorities if governors or parents complained that some activities were no longer being followed at school. Heads would explain they were making efficient use of limited resources.

Mr Sutton said Mr Fred Smithies, general secretary of the NAS/UTW, did not want heads to take personally the grievance procedures that were now likely to come from their staffs. "The unions are going to prod and probe and define the new territory. It is imperative we don't take it personally merely regard it as part of a natural process."

Mr Sutton and Mr Chris Lowe, SHA legal secretary, were on the eighth of their "roadshows", a series of meetings in which they are explaining the details of new government legislation on school management.

John Sutton writes on time budgets in next week's Times Educational Supplement.

## Ban-the-Badge call feared

Teachers wearing CND or party political badges in school may be accused of breaking the 1986 Education Act, according to senior members of the Secondary Heads Association.

Such display could lead to complaints from parents or other members of the public to the school governors, the employing local authority, or the Education Secretary.

There has been no legal test on the wearing of badges, although the "political education" clause of the Act came into force last January. But some heads

responsible for "forbidding" the promotion of partisan views in the teaching of any subject are worried by the prospect. SHA will therefore advise members to pass on the warning.

A draft circular on the legislation says teachers must "seek to distinguish between fact and opinion, be ready to acknowledge a personal bias, make clear that on matters of opinion views other than their own may legitimately be held, and encourage pupils to make their own conclusions on the basis of evidence and reflection and of discussion with others."



Cymbalic gesture: Angelo Rivera, of the Rondolysa Philippino, a community folk group based in Southwark, south London, shows he has an ear for music. The group took part last week in the second annual ILEA gala concert at the Royal Festival Hall.

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# Rabbi warns Jews over reliance on state system

by Sue Surkes

Jewish children with special educational needs can suffer psychological problems if they are taken out of their environment and placed in secular state schools, a conference on the Jewish response to special needs was told last weekend.

If the state would not provide Jewish facilities, it was the responsibility of the Jewish community under Jewish law to provide them itself, Rabbi Aharon Hersch Fried, head of the Jewish Centre for Special Education in New York and Jerusalem, said.

Rabbi Fried told about 200 parents, teachers and other representatives at the Jewish Free School comprehensive school in London that those who questioned whether the state system could meet the needs of Jewish children had a "myopic" view of Jewish education. For Judaism was about more than religious beliefs or practices. It was a culture, carrying with it mores, norms, behaviours and social groupings.

The need for a Jewish education system for children from Orthodox and Hasidic backgrounds was obvious. They dressed differently, spoke Yiddish as their dominant language, and followed specific diets. Television was

generally forbidden, films were usually out, sports were practically non-existent and music and art were not widely encouraged. Outside of the synagogue - the social centre of the community - there was almost nowhere for children to prove themselves.

"It should be obvious to any honest professional that a child growing up in this environment has some very special educational needs without which it would be impossible for him to remain psychologically intact," Rabbi Fried said.

Children with learning disabilities had poor social skills and would not pick up the expectations of their culture "by osmosis".

Rabbi Fried said the problems started with diagnosis. Children who were tested in English, for example, or were asked to identify pictures of a football were often judged to be more handicapped than they were. When placed in a state sector school, the boys could face having their skills caps ripped off by other children. The girls could encounter problems in cookery lessons because of their dietary requirements.

"It's very difficult for even a semi-normal adult to live and go between

two cultures. It's almost impossible for a learning-disabled child to live in these two worlds. And there is nothing more painful than living in two worlds and belonging to neither.

"A child might run home and say: 'Daddy, daddy, today I was one of Santa's reindeer. Daddy does not respond and the child is bewildered.'"

The Jewish community could scream about the State having to provide. But if the State did not provide, "we can't free ourselves from the responsibility to do it ourselves", Rabbi Fried said.

Dissatisfaction with the level of state provision was made clear at the conference. Mrs Susan Leigh, whose learning-impaired son was faced with the choice of a local authority special school or a Jewish independent school which his parents could not afford, called for legislative change to allow religious background to be taken into account in decisions about a child's placement.

One local government officer, who asked not to be named, told a conference workshop that Jewish parents were not getting the education they paid for through the rates.



Larger than life: a boy emerges from Illustrator Jan Plenkowski's pop-up at the Inner London Education Authority's Book Bonanza on the South Bank. Ten were thousands of volumes to look at and buy, and a daily programme of story-telling, workshops and authors' visits.

## Spate of arson attacks

A suspected arson attack caused £250,000-worth of damage at Peers school, Oxford, over the Bank Holiday weekend - the third such incident during recent weeks at education establishments in the area.

In the first blaze, eight weeks ago, a £500,000 specialist suite for gas technology courses at the Blackbird Leys college of further education in Cowley, was destroyed.

The second fire, three weeks later, at St Gregory's Roman Catholic middle school in Oxford, caused massive damage estimated at £75,000.

Five classrooms were destroyed at Peers school, also in Cowley, in the languages and humanities department, with three more damaged by smoke. The school is running normally, apart from some timetable rearrangements. Temporary accommodation is being put up.

Police and fire officers suspect the latest fire was the work of arsonists because it had several starting points and there was evidence of a forced entry.

A recent report on arson by the Association of County Councils put the cost of school fires in 1985 at £23.6 million. At least half of these blazes were started deliberately. The report urged schools to take measures to reduce the risks of attack and to step up efforts to teach fire safety.

## Scapegoating 'no reply to racism'

Finding scapegoats and looking around for the odd racist or sexist is not the way to solve the problems of blacks and women, Mr Ken Livingstone, the former leader of the Greater London Council and now prospective Labour parliamentary candidate for Brent East said last week.

And in an apparent reference to the Maureen McGoldrick case, he added that he hoped that dialogue between politicians, administrators and teachers could take place "without the fear of individuals being exploited or made scapegoats of".

Mr Livingstone, who was speaking at a two-day seminar organized by the Brent branch of the National Association of Schoolmasters/Union of Women Teachers, said that institutional racism and sexism were the biggest enemies of equal opportunities.

"The political party I represent is racist," he said, adding that it was "making great strides to overcome that" by, for example, putting black candidates up for safe Labour seats.

He said he doubted whether the Conservatives, if re-elected, would properly take on board anti-semitism and anti-racism when devising the proposed tests for children aged 7, 11 and 14.

Some criticism of Brent's approach was voiced from the floor of the seminar, which examined the question: "Are blacks and women getting a fair deal in education?" One teacher said: "I feel that Brent's policies have made me more racist than I was 12 years ago."

However, Mr Les Ford, who marked his last week as mayor of Brent by opening a black and feminist book exhibition at the seminar, told the

audience he believed Brent's policies were right.

But he said that those in the education service should speak up if they thought racism and sexism were being tackled in the wrong way.

Mr Eamonn O'Kane, national president of the NAS/UTW, said the seminar's conclusions would be of great interest to the equal opportunities working party which the union was about to set up.

One question that had to be answered was whether racism and sexism could be lumped together or whether different approaches had to be taken.

But the issue that was beyond argument was that trade unions had to work vigorously towards the "total and utter elimination" of discrimination in British society.

## Health visitors fear new Act threatens free meals

by Danny Gillman

Half-a-million children will lose free school meals next year under the Government's new Social Security Act, the Health Visitors' Association has claimed. Both health visitors and school meals organizers are concerned about the nutrition of children from low-income families.

The current system automatically provides free school meals to children

of families on Supplementary Benefit and Family Income Supplement. In addition, local education authorities can make discretionary awards of free meals to children in need.

The new Act will change Supplementary Benefit to Income Support and Family Income Supplement to Family Credit and scrap the discretionary system. Free meals will remain for those on Income Support, but will be replaced by extra cash for recipients of Family Credit.

Mr Wendy Izod of the National Association of School Meals Organizers fears that this extra cash will not filter through from the parents to the children, or that the children themselves will be tempted to spend the money on other things.

"An impending gas or electricity bill may be far more persuasive than money for a child's school lunch," she said. "This is part of a Government trend to give cash rather than benefit in kind."

The DHSS said the Act, which comes into effect in April 1988, is intended "to produce a simpler and better-targeted system". While agreeing that the Act will make administration more straightforward, Mr Izod said that school meals organizers were "not sure that it will be in the interests of the children".

## Aids material 'unsuitable'

The National Association of Head Teachers has called for the "urgent" establishment of a national group of experts to vet the "plethora" of material being produced about AIDS.

In evidence submitted to the Commons Select Committee on Social Services, which has been looking into problems associated with the disease, the NAHT says it is concerned about the volume of material - teaching packs, videos and information sheets - some of which is "totally unsuitable".

It recommends the setting-up of a small vetting committee and that all companies be required to submit their publications for approval.

The NAHT's submission welcomes publications from the Department of Education and Science on AIDS for providing a "useful starting point", but calls for greater co-ordination of the Government's overall campaign.

Television advertisements, which prompted many questions in the classroom the following morning, could have been put to better use by teachers if schools had been told about them in advance.

Concern is also expressed about the possible problems for heads whose governing bodies may decide, under the 1986 Education Act, that the school should not offer sex education.

● The National Association of Schoolmasters/Union of Women Teachers wants all staff to know how to deal with children carrying the AIDS virus.

## UCCA Course Vacancy Service on Prestel Education

Prestel Education has reached agreement with UCCA for details of university courses with vacancies to be published on Prestel Education in August and September this year.

Every year tens of thousands of applicants for a place at university or polytechnic find that when the A level results come out in August, they have failed to get the grades they need.

However, while the most popular subjects and courses fill up quickly, many degree courses, at universities, polytechnics and colleges, still have places vacant.

The main problem for the prospective student, and for the school, college or careers centre providing advice, is to get accurate information quickly, as to which courses are full and which still have vacancies.

For the past two years Prestel Education has been providing course vacancy information from the polytechnics and colleges of higher education. Last year two services were available via Prestel - the ECCTIS database, funded by the Department of Education and Science, and POLYTEL, funded by the Committee of Directors of Polytechnics.

This year UNIVERSITY course vacancy information will also be available. This will be provided both on Prestel Education's own database, and on the ECCTIS database, which is held on the Open University computer and available via Prestel gateway.

UCCA database on Prestel Education

Last year, some Prestel Education subscribers had difficulties getting through to ECCTIS in the first few days after the A level results came out. This was because the course vacancy service was so popular, that all capacity on the high speed datalines which link the Open University computer to the

Prestel network, were engaged.

This year, in conjunction with ECCTIS, we are increasing capacity on the Prestel gateway to the Open University computer more than fourfold, so the problems should not recur.

However, to make sure that Prestel Education customers are not disappointed, UCCA course vacancy information will be provided on Prestel Education's own database as well as on ECCTIS. This means you will still be able to get through, even if all lines to the Open University are engaged.

The Prestel Education UCCA course vacancy database will be held on standard Prestel pages, and designed to be as simple to use as possible. An alphabetical subject index of courses, identical to the alphabetical index at the back of the UCCA handbook, routes you direct to the Prestel page or pages indicating which university courses for that particular subject are still accepting applications.

Details of which courses have vacancies will be provided by UCCA and updated daily from 18th August until the end of September.

ECCTIS

The ECCTIS database provides basic details of over 30,000 postgraduate, degree and higher education courses at all universities, polytechnics and colleges of higher education in the UK. In August and September, ECCTIS carries the AFEIS (Advanced Further Education Information Service) details of course vacancies at both polytechnics and colleges of higher education. This year, vacancy information from the universi-

ties will also be carried on the ECCTIS database.

POLYTEL

POLYTEL, on Prestel page 226, carries current vacancy information on all higher education courses at polytechnics. In addition to the first degree courses covered by PCAS, POLYTEL includes Dip HE and HND, and Art and Design and Teacher Education courses.

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massive demand for course vacancy information which occurs every year when the exam results come out, without running into major capacity problems.

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Students in the library at Middlesex Polytechnic, where the POLYTEL polytechnic course vacancy service is based.

## Prestel Education Britain's Leading Educational Database

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Basic details of around 6000 short courses, mainly at public sector institutions. Funded by DES and run in association with ECCTIS on the Open University computer

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The Materials and Resources Information service. Database of information on self study and other training materials. Funded by MSC and based at the National Extension College. Currently available via Prestel gateway to MARIS subscribers only.

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Updated daily in August and September.

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Information on over 300 careers provided by COIC, the MSC's Careers and Occupational Information Centre. Also includes advice and tips on finding a job, and a free Prestel mailbox to contact COIC and request a search on your behalf.

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SUMMARY OF COURSE VACANCY SERVICES

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Sarah Bayliss reports on how the MSC is muscling in on provision for the under-fives

## Trouble in the nursery

Strong evidence that the Manpower Services Commission is undermining and taking over community provision for the under-fives was published by the Pre-school Playgroups Association this week.

The research, which is the first monitoring exercise of its kind, reveals widespread involvement of YTS trainees in existing playgroups and almost 20,000 young children attending Community Programme projects, which are funded directly by the MSC and staffed by the long-term unemployed.

A picture emerges of inadequate vetting, training and supervision of trainees or employees: scant regard for parental involvement which is at the heart of the playgroup movement; and projects started and finished at short notice without local consultation.

Resentment, strain and alarm have been expressed by existing staff and volunteers, who are concerned about the quality and continuity of child care and about the shortage of funds outside the MSC schemes. They feel obliged to support, train and supervise MSC workers, but may themselves be earning less. The message from the PPA is that they cannot be compelled to say "yes".

This week 10 children's charities and organizations had a private meeting to discuss the findings with the PPA and with the National Council for Voluntary Organizations which helped collate the research. Mr Dave Simmons, an officer of NCVO, told *The TES* there was serious concern that the MSC's budget of £500 million for the Community Programme now exceeded the £480 million total grant from Government to the entire voluntary sector.

At a press conference to launch the under-fives' research, Mrs Jennie Shaw, the PPA national chairman, said she had written to Mr Bryan Nicholson, the chairman of the MSC, last September requesting a meeting about the association's concerns. Although the letter was acknowledged, no date has been forthcoming.

The report underlines the fact that the MSC has issued no guidelines covering work with young children. A survey sent out on behalf of the PPA by the MSC's Community Programme area office, identified 434 projects involving approximately 20,000 children, but found that none of the local Manpower Boards which oversee them had discussed standards.

Most had little or no contact with PPA and many said they knew nothing about it.

On the basis of its research the PPA makes five recommendations which require the MSC to ensure that: YTS trainees and CP employees receive appropriate preparation, supervision and training for the safety and well-being of the children and the quality of schemes;

Guidelines are provided for all under-fives' projects covering premises, staffing equipment and activities with resources to meet the required standards;

Sufficient continuity of staff is created within each project;

New schemes are planned in consultation with the relevant voluntary and statutory bodies and that local liaison prevents MSC displacing or undermining existing community provision;

The use of trainees or MSC workers does not reduce opportunities for parental involvement or volunteers.

From a survey of its own branches, the PPA received 191 responses, which showed just under half had YTS trainees working in their area. "Many groups," says the report, "complained about the lack of continuity, of attendance and frequent absenteeism."

A constant theme running through replies was the need for closer links with the agencies placing trainees.

"When links are poor the problems most frequently mentioned were inadequate supervision of trainees, lack of appropriate training before placement, and mismatch of trainee and placement group."

The PPA provided a considerable amount of training and in some cases was in danger of being swamped by young, inexperienced students on courses primarily intended for parents. Trainees on their second year of YTS could cost groups £15 a week each. Resentment about this was compounded by the fact that playleaders often earned less than those on MSC schemes and that supervision was unpaid.

Young children are not raw material to work and train on," said Mrs Margaret Blake, a national adviser for the PPA.

She was particularly concerned about Community Programme projects in which people were "dropped or parachuted" into a neighbourhood to set up and run a scheme at very low fees with the MSC paying rent and all other costs. Existing community provision which had begun through self-help efforts, lost support in favour of the cheaper scheme, which then closed down when the one-year contract came to an end.

Mrs Pat Hand, who chaired the working group, said there was a basic conflict between the aims of the PPA and those of the MSC. "Our primary aim is to support and help communities, the children, parents, relatives and childminders. The MSC is looking to give people employment to get them off the unemployment register."

*The MSC and Under-Fives' Groups - A survey by the Pre-school Playgroups Association price £2.50 from PPA, 61-63 Kings Cross Road, London WC1X 9LL.*

## PRIMARY



Dance of the veils: Children from John Ruskin school, Camberwell, south London, perform at the opening of the year's National Festival of Music for Youth, which attracted a record 575 entrants aged 5 to 21. The festival - Europe's largest - was sponsored by the Association of Music Industries, Commercial Union Assurance, Marks and Spencer and *The TES*.

## SDP sees need for moral framework

A basic code of moral values and expectations, formulated by governors and agreed by parents, could help schools run more smoothly, according to Mrs Anne Sofer, education spokeswoman for the Social Democratic Party.

She told the annual general meeting in Shropshire of the National Association for Primary Education that "shifting values" in contemporary society had put primary schools and their staff under "enormous pressure". Different attitudes towards standards of behaviour and work meant "being clear about what you're about must be very, very difficult".

Under questioning from Mr David Clegg, head of Sedgemoor Junior School in Bridgwater, Somerset, and a member of NAPS's executive council, Mrs Sofer said the importance of children identifying with their school and taking pride in its achievements may have been underestimated.

In practice, it might be useful for governors to draw up four or five basic principles "on what the school is about" and to present them to the annual parents' meeting for discussion and approval.

From visiting church schools, particularly in the inner cities, she believed they had advantages in that teachers could safely assume they shared some of the beliefs and values held by parents and children. Other schools - if they had not done so already - might find it helpful to reach some common ground on basic values with the families they served.

Mrs Sofer was addressing an 80-strong audience at Randall first school in Telford, on the theme of partnership and described the strains between children's homes and schools.

Some parents put "andue pressure" on their children to achieve and at the same time there was underachievement in many schools. In many other countries levels of literacy, numeracy, oracy and fluency in a foreign language were higher. "We must have higher expectations of what the average British brain is capable of," she said.

Education had become a deeply polarized and political issue and there was a general public perception that the schools system was failing children. At one extreme, it was said to be the fault of teachers. At the other, it was allegedly the result of inadequate resources. Neither side seemed interested in solutions.

Teachers should be reassured by public opinion polls which showed that parents who had children in state schools were much more likely to be satisfied with the education system than non-parents.

Any future education secretary must be expected to promote the state system by conveying a sense of joint endeavour and purpose and taking pride in it as a national asset.

On bench-marks, Mrs Sofer said she believed the pressure to measure young children's achievements was "irresistible". But the progress achieved by the school should be measured, rather than the attainment of individual children. She was frightened that, in practice, inner-city schools with disadvantaged children would be judged failures against suburban schools with advantaged catchment areas but possibly lower budgets.

Headteachers in Hackney, where about 300 primary pupils are sent home each week and 63 schools are 15 teachers short, this week put forward their own programme, stating that both the Government and the LEA were not carrying out "their legal, moral and political obligations to provide full-time education".

They want a two or three-fold increase in the £1,215 London allowance for teachers, housing loans, a speeding up in recognition of teachers' qualifications for those trained outside England and Wales, a streamlining of recruitment procedures, and the conversion of redundant schools into accommodation for teachers.

News focus, page 17

Strathclyde Regional Council has lifted its threat to close the tiny village school in Ardernhill which inspired the television series, *The Magic Roundabout*. The reprieve follows a campaign by parents who pointed out that it would cost only £20,000 to save the 20-pupil school.

Both parents and teachers needed training to promote parental involvement, Mr Mann said. The "booked by Dorset" scheme in primary schools encouraged informal meetings where teachers were able to advise parents how to help their children.

## £1m sought to combat ILEA staffing crisis

by James Melke

The Inner London Education Authority is considering a £1 million recruitment package to ease chronic staffing problems in its primary schools.

The authority has more than 20 Scale 1 primary vacancies and hundreds of children are being sent home each week.

Measures under consideration include increased travel and removal expenses, the appointment of training college-leavers as supply teachers at the end of the summer term, the appointment of a special housing officer for teachers' families.

The LEA, which has 8,000 primary staff, is committed to retraining secondary school teachers for primary teaching. It wants more initial training places to be provided in the capital to ease the teacher shortage which is described as the biggest single problem facing the authority.

The whole advertising strategy will be reviewed since the supply teaching force is also well under its planned size. Headteachers in Hackney, where about 300 primary pupils are sent home each week and 63 schools are 15 teachers short, this week put forward their own programme, stating that both the Government and the LEA were not carrying out "their legal, moral and political obligations to provide full-time education".

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## NEWS

# Rangoli helps to break the pattern

Diane Spencer reports on Wiltshire County Council's attempts to implement the Swann Committee's advice on multicultural education

When Nell White and her colleagues walk into school, the word gets around. "The multiculturals are here," the children whisper.

And, in the main, they are a popular addition to the classroom. Maths lessons, for example, are that bit more interesting when they focus on the ancient Indian Vedic squares and rangoli patterns.

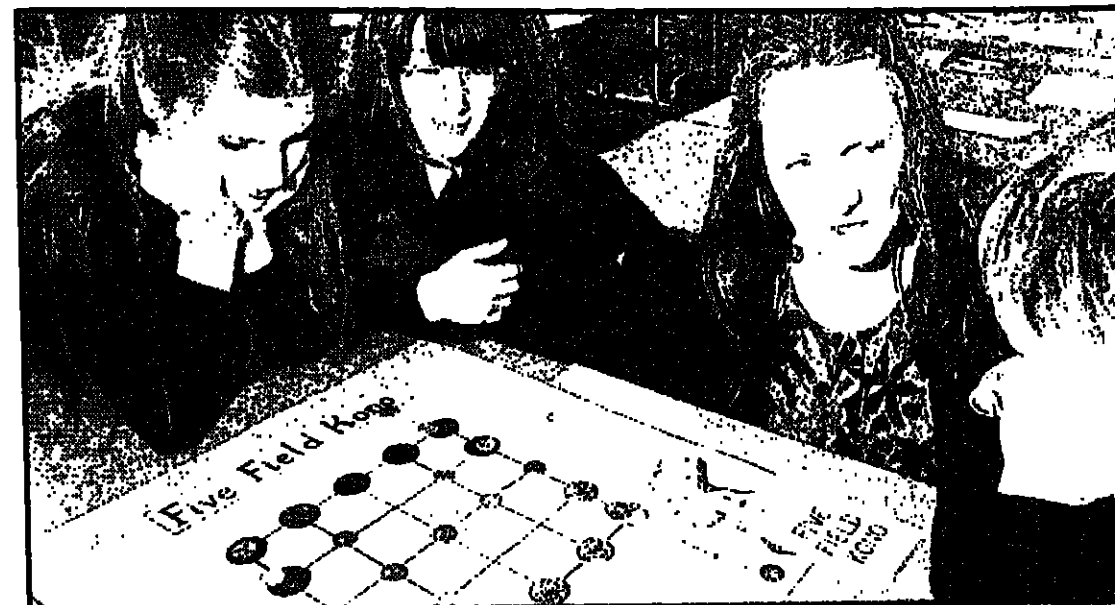
Ms White is the head of Wiltshire's three-year Educational Support Grant project on multicultural education which started last September. It aims to demonstrate that a multicultural perspective can be developed as part of good education. In other words, implementing the Swann Report's message, "Education For All".

Mr John Fisher, the county's adviser on multicultural education, explained that Wiltshire had been involved in this field for five years - slightly longer than most other shire counties.

He has taken a "softly, softly" approach in an effort to dispel suspicion and mistrust. Although there are proportionately more New Commonwealth faces in Wiltshire than in the rest of the South West, multicultural education is a highly sensitive area.

This was brought home forcibly when the project attracted national headlines early in March. The team was accused of putting teddy bears, toddlers and steam trains on a hit list.

The backlash was painful, abusive and time-consuming. But the project was found allies, including Mr Robert Key, the Conservative MP for Salisbury, who leapt to their defence after looking at the work they had done.



Five not-so-easy pieces: Nell White's games help to show pupils that other cultures have contributed to the maths they study

The project concentrates on an upper school and its three feeder middle schools west of Salisbury - a non-selective part of the county. And it should raise awareness of multiculturalism in the advisory service as different subject areas will be drawn in.

The team, one Scale 3 and two Scale 2 teachers, approached the four schools in different ways. In one, during the first term, they just observed. "It wasn't advisable to go blundering in," Ms White said.

In another, they staged a simulation exercise based on a real issue - the local Muslim community's unsuccessful attempt to get planning permission to set up a mosque. Pupils discovered how local authorities work as well as learning something about the Muslim religion and culture.

Last term, the team concentrated on maths, which meant preparing new materials.

The aims were threefold: to show children that other cultures have contributed to the maths they study, to produce low-cost materials to permeate the maths curriculum and to demonstrate to teachers that this approach is part of good education. Science will be next on the agenda.

The church at Wilton became the focus of a "maths trail" which led children to study perspective, mosaics and symmetry. Their teachers were amazed there were so many mathematical resources in Wilton. Ms Daphne Nock, another team member observed.

The pupils liked a lot of the maths work, especially as some involves board and computer games. "It was good fun and a challenge for the brain," one wrote.

All the project work is evaluated by an ex-HMI and guided by a steering committee of heads, a teacher from each school and the diocesan education officer in Salisbury. They meet once a term.

"They are keeping an eye on us - and so they should - it is experimental and very sensitive," Mr Fisher said. In the end, the project will be evaluated by the DES.

All the teachers taking part in the project are invited to a day's in-service training run by the team. But it is up to the heads to decide whether they can attend. One let 10 go, but another refused to allow any of his staff to take part.

"We have concentrated so far on changing teachers' attitudes; not pupils," Ms White said. Progress is slow, if not downright hostile. "But they are warming to us," Ms Nock added.

## British firms still lack linguistic tools of trade

by Sue Surkes

More pupils must be taught to speak Spanish if Britain is to take advantage of Latin American markets, Sir Randolph Quirk, President of the British Academy, said last week.

But industrialists should create the demand for more linguists by stating in job advertisements that competence in a foreign language was an advantage, he said.

Delivering the Dean memorial lecture at Goldsmiths' College in London, on the subject of being tongue-tied, Sir Randolph spoke of the different areas in which communication could become a problem.

The speech therapy profession was doing something about speech defects, the Kingman Inquiry into English language teaching was looking at the ability of schoolchildren to communicate and the Plaid English movement was trying to help those in specialist occupations to express themselves more clearly.

The "illustrious" level of foreign language communication had attracted less public concern, he said. This was due in part to the mistaken belief that English was the international language and to the slow realization that the traditional markets of America and the Commonwealth were no longer adequate.

Less than 10 per cent of schoolchildren were taught enough German to sit for CSE and O level, Sir Randolph said, but the situation seemed to be improving. By contrast, only around 2 per cent of 16-year-olds knew enough Spanish to sit for 16-plus.

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## Parents 'can help with more than reading'

Parents have a central role to play in the education of their children at all ages and not just at the primary level, Mr Peter Mann, chief adviser for Dorset, told the annual conference of the British Association for Early Childhood Education in Bournemouth, *Susannah Kirkman* writes.

Furthermore, parental involvement should not be limited to help with reading. One Dorset scheme involved parents in writing with middle-school pupils. Teachers had also written a booklet for parents suggesting ways in which everyday activities fostered mathematical skills. And the authority

is considering ways of including parents in an oracy project.

The inverse correlation between the age of the child and the level of parental involvement was "perverse", Mr Mann said. Further education colleges did not recognize the role of parents and universities had never heard of them. Yet parents had the ability to improve their children's motivation and to relate what happened at school to an enormous range of experiences at home.

A study in inner London had shown that, even though the ILEA encouraged parents to participate, only half



Ian Nash looks at the issues raised by two recent reports from HM Inspectorate

## Pre-vocational courses make promising start

Some of the best work on the new Certificate of Pre-Vocational Education (CPVE) has come from schemes run jointly by schools and colleges of further education, says the first report on the initiative to be published by HM Inspectorate.

Students have been quick to see the benefits and take an active and responsible part in organizing their own learning. "Collaboration between schools and colleges of further education for the provision of CPVE has enriched students' experience despite problems of co-ordination," HMI says.

"The courses have run for less than two years, to help young people in their transition from school to adult, and, it is hoped, working life. But already signs are promising for further development of the pre-vocational approach."

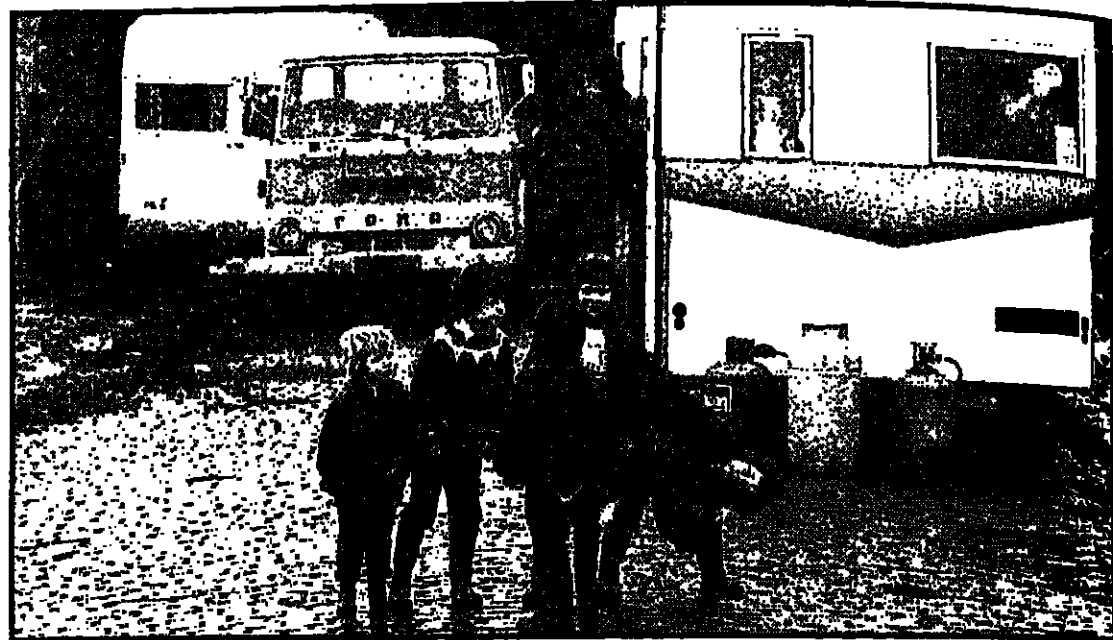
Significant changes in organization, teaching methods, assessment and collaboration between institutions were often required, making considerable demands on staff, especially within the short time given to set up and start courses.

A Survey of Work Leading to the Certificate of Pre-Vocational Education says: "The quality of work varied between the institutions visited, but was sound in the majority of them. The hard work, enthusiasm and achievement of those involved deserve full acknowledgment."

More than 1,000 schools and colleges already offer the CPVE to some 16,000 pupils and students. "Those charged with introducing the CPVE into schools and colleges have achieved much in a short space of time," the inspectors say.

"Although a number of difficulties have been encountered during this first year, many institutions have established a sound base of experience on which they can build. The survey indicates that the CPVE has stimulated valuable developments and that it is able to make a significant contribution towards meeting the needs of many students aged 16 to 17."

Almost seven out of ten of the 475 students inspected had few or no formal qualifications. The range of qualifications for all students varied from two or more O levels at grade C to no qualifications at all.



Travelling minority: lack of information and training

## Call for clear policy on gypsies

The ethnic minority status of gypsies needs to be more clearly recognized by teachers, particularly in the North of England, says a schools inspectorate report on the education of children from travelling families.

Schools providing for travellers need better local education authority guidance on admission, registration, and attendance records, as well as assessment and records of achievement.

A Survey of the Educational Provision for Travelling Children in North Yorkshire, based on the study of 120 travelling families in the county, calls for more in-service training and programmes to inform teachers about the

cultural background of travellers. It puts the onus on the educational welfare service to monitor movements.

The inspectors commend the efforts of North Yorkshire to provide a good service for the relatively few numbers of travelling families. "Standards attained by many pupils, particularly in English and mathematics, are satisfactory," says the report.

But there was still a need to spread good practice and disseminate successful approaches that have been developed elsewhere in the country. Current practice could be improved through greater co-ordination and I.e.a. statements of policy.

# HMI reports

Copies of HMI reports about English educational establishments are available from the Department of Education and Science, Publications Dispatch Centre, Honeywell Lane, Slough, Middlesex HA7 1AZ, and on inquiries in Wales from the Educational Department, Welsh Office, Cathay Park, Cardiff CF1 3NG.

## Boredom and dislike turn pupils to truancy

by Carmel McQuaid

Boredom and dislike of school, a particular subject or teacher were the chief reasons other than illness why 123 fourth and fifth-year pupils in eight Belfast secondary schools missed more than 14 days in one term.

A survey, *Condoned Absenteeism - Parents' and Pupils' Views*, by Dr Joan Harbison and Mr Leslie Cull, lecturers at Stranmillis college of education, also found that children as well as parents viewed education as "a good thing", but had reservations about its value for themselves. Only 40 per cent of pupils saw attendance promising any pay-off, and both parents and children stressed the need for relevance.

The girls' absences were involved mainly with activities to do with the care of a relative or of the house, and the boys' with leisure. "It is not clear whether the motivation for staying away from school was the greater attraction of these activities or the dislike of some feature of school," the report states.

It also highlights how pupils with a history of failure and low self-esteem in the classroom could believe themselves in situations far more difficult and stressful than those in school.

The absence of able pupils appeared to be regarded by schools as legitimate, whereas the non-attendance of lower-achievers was viewed with suspicion. The significance attached to attendance seemed to determine its overall pattern.

Parents accepted absences as commonplace and did not seem threatened by questions relating to it, though 51 per cent reported making some protest. But where suspension had been incurred, bitterness and frustration about individual staff were expressed and a reluctance shown towards sustained contact with the school.

"Relationships between pupils, parents, teachers, principal and the education welfare service are as likely to make sense of absenteeism as descriptions of the pupils and their backgrounds," the report states.

## Putting art history in its place

by Sue Surkes

Draft proposals for a new A level syllabus in art history focusing on the study of individual works of art in their social and historical context, have been drawn up by a working party of secondary school art history teachers.

The suggestions, presented at Essex University to the recent fifth conference on teaching art history in secondary schools, depart from the traditional emphasis on surveying the development of artistic styles.

The course, which it is hoped will establish art history firmly in the academic curriculum, is modular, so that a section of the syllabus might be used as the art history component of an art with art history exam or as an Advanced Supplementary level, which could be taught at the same time as the full art history A-level. Consultation will now take place

before draft examination papers, syllabi and booklists are drawn up. It is hoped a group of interested schools will try out the exam as a Mode 3, internally marked but externally moderated.

The A level would be marked on the basis of coursework, written exam and dissertation, and would divide into three sections. Pupils would study four set works in depth, covering examples of industrial design, fine art, architecture and art criticism.

The areas, out of a choice that might include classicism, the representation of women, fashion and landscape would be studied as part of a thematic unit. A personal study would make up the third section. Pupils would be encouraged to keep a course log to record impressions of art seen at exhibitions and elsewhere.

Barry Hugill reports from a Freedom Association conference held in London last weekend

## Hot . . . and extremely bothered about the Left

Open enrolment, per-capita funding, parent governors, all power to heads, local authorities cut down to size - the agenda of the Tory radical Right for years. And now it's the Government's agenda, or about to become so. The policy, or about to become so. The radicals ought to be a very happy band.

But they are not. They have two supporters, Angela Rumbold and Bob Denehy, at the DES. They have routed the Tory "wets". Bar vouchers they have got everything they have asked for. Yet still they demand more.

On Saturday they gathered under the auspices of the Freedom Association to draw up a battle plan. They want a total ban on teaching about homosexuality in schools. They want peace studies outlawed. GCE O level, they insist, must stay and "pseudo-subjects" must be eradicated from the curriculum to be replaced by the basics.

The Race Relations Act must be scrapped along with its offspring, the Commission for Racial Equality. The teacher unions must be brought under control.

Lowest applause of the day went to the gentleman who accused the Government of lacking vision with its refusal to sanction the introduction of market forces into education.

The Government also came under attack for its refusal to back Dame Jill Knight's Bill which would have outlawed any attempt by a local education authority to promote "positive images" of homosexuality.

According to Dame Jill, Tory MP for Birmingham, Edgbaston, there is "shocking evidence" that children - some as young as five - are frequently being encouraged into homosexuality and lesbianism by teachers.

Her parliamentary colleagues, however, either don't believe her, or don't care, and last Friday when the Bill was debated in the House of Commons, only 20 MPs could be mustered to vote for it. The House's lack of concern and the Government's failure to impose a whip were loudly denounced by the Freedom Association supporters.

The Government also came under fire for abandoning O levels and replacing them with the GCSE. The new exam system, declared the philosopher, Professor Roger Scruton, "is anti-examination . . . it is incipient, rampant, egalitarianism in education which is, in the view of many on the Right, undermining traditional values and customs. One lady spoke with feeling of her sense of loss that so many schools no longer present nativity plays."

So is multiculturalism in education which is, in the view of many on the Right, undermining traditional values and customs. One lady spoke with feeling of her sense of loss that so many schools no longer present nativity plays.

The fear that all that is best within the English educational system has been "subverted", often in the name of multiculturalism, was forcefully expressed by Miss Bronson Ward, principal of Crewe College of Education. To her mind, the dominant ideological culture of Britain is now hooliganism.

This sorry state of affairs has come about because of the scrapping of grammar schools, the introduction of "pseudo-subjects" into the curriculum and, crucially, "the eclipse of the gentlemanly ethic."

Since 1960, Miss Ward explained, the values of the Empire - "playing the game" - have been abandoned and there no longer exists "a chivalric code". In its place is "the ethic of the underclass" - an ethic underpinned by stress on anti-racism, anti-sexism and the devaluation of basic curriculum subjects, especially English.

Mr Ray Honeyford made a link between multiculturalism and the progressive education movement of the 1960s. "The campaign for multi-ethnic education is similar to that to abolish the grammar and secondary modern schools and we all know the price we paid for that."

The loathing of multiculturalism evident among most, if not all, the conference participants, took different forms. For many, there was the fear that concentration, for example, on the teaching of Hindi or Gujarati would drive minority groups further into the ghetto and hinder, not help, race relations.

Among others, there was an intense dislike of prominent, socialist, black politicians. Bernie Grant, Russell Proft and Linda Bellos are hate figures for some on the radical Right.

And, to the liberal ear, there was a darker side to the debate with applause, albeit nervous and muted, for the declaration from the floor that "our major mistake was to allow mass immigration - but now the immigrant rabble-rousers are not the problem but the English quislings within our midst".

The conference was held on the warmest day of the year so far. The venue was a windowless lecture

## 'The values of the Empire have been replaced by the ethic of the undermass'

theatre in the heart of London - not the place to be with the temperature in the mid-70s. Yet they came from all parts of the land - a fact seized on by the chairman, the Baroness Cox, who paid tribute to "the de-facto activists, many of whom rose at 5am to be here."

The Baroness added that she wanted these activists to be moulded into a fighting force to "stem the tides". Military metaphors abounded, with references to "the resistance fighters" (Ray Honeyford and Jonathan Savery) and "the freedom fighter" (John Marks). Mr Honeyford talked of "fending off the barbarians", and Mr Bob Dunn, the schools' minister, declared "the battle has just begun".

It was a military man, Lord Chalfont, who warned of the subversion eating at the heart of the nation. "I am



Freedom Association members accuse proponents of multiculturalism and gay rights of undermining all that is good in British education

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## Focusing the EYE on the environment

by Ian Nash

**D**emands for more environmental studies in the new GCSE examination are difficult to meet because of the lack of in-service teacher training and shortage of resources, the Council for Environmental Education (CEE) warned last week.

A detailed survey of all GCSE syllabuses by the council shows that 275 courses (more than 90 per cent) have some environmental content. Every main curriculum subject, with the exception of English language, literature and music, has at least one syllabus that calls for environmental considerations.

Compared with a similar survey of the GCE and CSE in 1985, the latest study shows the expected sharp increase in the emphasis on pupil inquiry and the raising of environmental issues.

But where are all the resources to come from to meet the new demands? Much of the new coursework is dictated by examining bodies who say it is not their business to provide the teaching materials. And local education authorities say the extra money from Government for books and equipment will not stretch to luxuries. Environmental education has too often been associated with projects for



Environmental studies: not just something 'to keep kids off the streets'

under-achievers and schemes to keep disaffected teenagers off the streets. But the GCSE should change that image as it calls for pupils of all abilities to consider environmental and social implications, particularly of science and technology.

Several major initiatives have also been launched, some to coincide with the European Year of the Environment (EYE) which, it is hoped, will alleviate shortages in good teaching materials. They include publication of detailed "environment registers" of support materials from town planning offices and a teaching pack from the CEE that will be sent free to all schools in England and Wales next month.

The snap decision of the European Commission last March to declare 1987 Environment Year followed a worldwide survey by MORI - commissioned by Japan - of the numbers of people involved in environmental projects. Embarrassingly for Japan, it came bottom. But Europe had little to crow about either.

What the figures did reveal, however, was a worldwide surge of interest among young people to protect the environment. This was reflected in the number of 18 to 24-year-olds volunteering for conservation schemes. There was also a close parallel between the MORI figures and unemployment levels (see table). But this cannot simply be dismissed as a cynical manoeuvre by governments to massage unemployment figures.

In Britain there are some remarkably ambitious plans for EYE to improve industrial landscapes, using school projects and schemes for the jobsless. In areas of high unemployment, such as Durham County Council's campaign to clean up beaches devastated by colliery waste.

In all, about 8 per cent of British adults belong to environmental groups and the number has been rising by almost one-third in each of the past four years - higher than the rise in unemployment rates. Also, only 36,000 (1 per cent) of the unemployed are involved in environmental schemes organized by the Manpower Services Commission.

Nevertheless, a recent EEC survey

Country	18 to 24-year-old unemployed	Unemployment rate
Brazil	19	3.4 to 29 (2)
Philippines	13	25
Yugoslavia	12	16
West Germany	7	10
Switzerland	6	0.7
UK	5	11.7
France	5	11.5
USA	4	8.3
Sweden	3	2.9
Japan	1	2.7

(1) MORI  
(2) Research by Ian Nash, *The Times*

## IN BRIEF

### Staff cuts

The Council for National Academic Awards is to reduce its staff by about 50 over the next two years from 165. These cuts follow recommendations from the Lindop Report which said polytechnics should validate and review their own degree courses. The CNAA will remain responsible for standards and awards.

### Boarding need

One in ten pupils in independent boarding schools has an acute boarding need. But the proportion rises to one in four in the maintained boarding sector - which provides 4 per cent of places - the Boarding Schools Association was told at its annual conference in Ambleside last week. The consensus of the association, which represents 380 schools, is that potential problem children should not exceed 10 per cent of the community.

### School pets

The London borough of Newham is to review its policy of allowing animals to be kept as pets in the classroom, in line with a recommendation from the borough's animal rights working party. At present, animals may be kept in schools if they are properly looked after. A report by education officers is expected to take several months to complete.

### Business growth

Mr Edward Heath opened the new extension to the European Business School at Regent's Park, London, last week. The school offers a diploma in European business administration, designed for school-leavers.

### WISE bus pass

The Department of Education and Science is giving £50,000 towards the running costs of a third bus to be used as a mobile teaching centre under the WISE (Women into Science and Engineering) scheme.

### MS campaign

The Multiple Sclerosis Society has launched its spring campaign to raise awareness of the disease. The campaign includes a series of leaflets, a video, and a booklet for schools. It encourages pupils to read books to raise research funds through sponsorship.

### Consumer video

A consumer worksheet manual and video produced for secondary schools with £22,000 of EEC support has gone into a second print-run just two months after its launch. A BBC computer disk version of the video, *Consumer for life* will be ready by the summer.

### In the swim

A Lancashire independent school has won a five-year battle to build a £750,000 sports complex and swimming pool. Queen Elizabeth's Grammar School, which has been closed since after a second appeal hearing against Blackburn council's refusal for planning permission.

### Conversion course

A one-year conversion course at Trent Polytechnic to prepare students without traditional qualifications for degree or Higher National Certificate courses in technology and engineering has been launched with an £87,000 grant from the Department of Education and Science.

### Heritage guide

Shropshire's Ironbridge Gorge and its surrounding area is being developed as a museum to help teachers plan field trips to the Ironbridge Gorge and see the area's industrial heritage. The guide, published by the Ironbridge Gorge Museum, is expected to be available by the summer.

## Opposition upset by MSC chief's defence of Tories

The Manpower Services Commission this week went into purdah for the duration of the election campaign - too late to prevent a speech from its chairman which appeared to be siding with the Conservatives on a key issue.

Mr Bryan Nicholson told a meeting of professional bodies in Peterborough last Friday that Government policies were not to blame for unemployment and placed the blame instead on a lack of enterprise and the suffocation of "economic individualism" in the past.

He poured scorn on proposals put forward by the Government's critics for tackling the problem, and praised Mrs Thatcher's administration for policies which he claimed were "re-kindling the flame of enterprise".

The MSC chairman, who in the past has distanced himself from some of the more controversial Government policies towards the jobless and whose future has, as a result, been the subject of some speculation recently, told his audience that Britain's dole statistics were the result of amateurism and lack of enterprise going back for more than a century.

"Britain's decline as a trading nation, and therefore its unemployment figures, are not the result of Government policies, bad management, intransigent unions, lazy workers, or any of the other modern theories... To suggest that we can get three million people back to work by some simple changes of policy is to argue against the facts of history," he said.

Mr Nicholson attacked the atmosphere of complacency and tradition which, he alleged, had suffocated economic individualism and led people to rely on getting jobs from their local employers, and claimed that the nation was now adopting "a more determined and ambitious stance".

He cited the rise in the number of self-employed and said that there was no doubt that Government policies were a major factor in this increase. Labour and Alliance politicians, whose strategies rely heavily on convincing the electorate that Thatcherism is a large measure to blame for the present level of unemployment, took issue with the content and timing of Mr Nicholson's remarks.

Mr Barry Sheerman, Labour's parliamentary spokesman on training and youth affairs, said Mr Nicholson was quite wrong to suggest that the Government bore no blame for the troubling of unemployment since 1979. "Inde-

pendent studies have proved that the Thatcher factor has made at least an extra million jobless - a fact which Mr Nicholson's own officials are well aware of."

Mrs Shirley Williams, the president of the SDP and a former Education Secretary, said she was surprised that Mr Nicholson should have accepted so uncritically the Government's claims that nothing more could be done when distinguished economists and politicians had indicated how Britain could tackle unemployment seriously in the same way as other countries.

And Sir Richard O'Brien, the chairman of the Employment Institute and himself a distinguished former chairman of the MSC, said: "The view of the causes of unemployment which Mr Nicholson puts forward, which appears to deny that Government policy is a factor in its level, and that it can have any role in reducing that level, is rejected by a wide range of informed opinion, not least that of the Employment Institute and Charter for Jobs."

"It is certainly an issue which divides the Government from the other political parties."

From Monday, MSC officials, including Mr Nicholson, cancelled all their public appearances and announced that the Commission would be neither launching any initiatives nor issuing any statements until after June 11 - election day.

All advertising by the MSC up to the poll has been cancelled - including a press and broadcasting campaign for the Youth Training Scheme due to start this week - and YTS managing agents have been warned that they should not mention the Commission in any recruitment advertising that they place.

Mr Nicholson told the Peterborough meeting that access to higher education must be expanded and that "the idea of a minimum of three A levels must go out of the window, along with so many other of our traditional concepts about education".

The MSC wanted graduates "to take a keener view of wealth creation" and for them to do project-based work with employers that would count towards their qualifications. They should be given more interpersonal skills - "debating, writing, literacy", learn more about business; and be more enterprising.

## Open College fees will reflect course content and services

Huge differences will exist in the fees for the courses of the Open College, the Channel Four-based system of mass adult training and vocational education which starts in September. Charges for a standard 30-hour modular course will range from £30 to 10 times as much.

The cheap courses will offer simple skills, such as word processing, while courses for advanced technical and professional qualifications will cost £300-£400. Mr David Grudgeon, the college's director of student services, said this week. Other costs will arise from qualifications that require more than one module, and examination fees.

The £30 "bargain basement" courses offer a minimal package - learning materials and two computer-marked assignments. Students who want more individual attention - a tutor to mark their work, the full use of a student centre including counselling, and participation in a study group - will have to pay more. On the other hand, nothing will stop anyone from simply turning in to the lessons.

While the Open College expects many students to be sponsored at least by their employers, it is worried about those who are unable to get such

help. Mr Grudgeon says that while a lot of them will be able to meet the fees from their own pockets, others, such as single parents, may have no money to spare.

Many of the unemployed may qualify to have their fees paid under Manpower Services Commission programmes. But the college hopes to find funding for a substantial number of bursaries.

Initially, there will be roughly one student centre to each local education authority area although the territory served is not likely to coincide with local boundaries. Discussions have begun with the 100 organizations picked to run the centres.

The centres will be responsible for enrolling the students and for providing their services. They will employ the tutors and support staff. Guidelines on the tutor fees will be incorporated in the contracts between the centres and the Open College.

Students who cannot get to a student centre - either because they live too far away or because of personal circumstances or health - will be offered "Distant-net", a correspondence system of support which is to be operated under contract by a distance learning institution.

## SCHOOL TO WORK



Anne Jones: knack for being in the right place at the right time

## Woman with a Commission

Anne Jones is probably the first head-teacher to move in as under-secretary in the Civil Service. She is profiting from the Manpower Services Commission's strategy of recruiting talented natives to administer its expanding colonies and protectorates in education.

Most of the education professionals who have crossed the boundary marked by the Official Secrets Act and the briefcase embossed with the State's crown have come from the sectors closer to the MSC's mainstream activity, industrial training.

Mrs Jones's appointment is surprising because she has not been brought in just to develop the commission's activities in the schools. She is taking over as director of the commission's whole range of education programmes at a time when the MSC is consolidating its strong and intimate involvement in further education and starting to concentrate its attention on higher education. Surprising to the rest of us, but not to Mrs Jones. The moment she saw the MSC's advertisement, she said to herself: "That's me."

She explains, with a nervous giggle which betrays the complete lack of any self-doubt in what she is saying, how remarkably precisely her talents, qualities, and achievements match what the MSC was looking for.

"She's a powerhouse of ideas, four of them trying to get out for every three that do," says her one-time boss, Sir Peter Newsam, who was the ILEA's education officer when she was running one of his schools.

Mrs Jones, at 52, still gives an impression of vulnerability which is part of the explanation of the devotion which many, if not by any means all, of her colleagues and subordinates express towards her. But all agree that she is extremely tough.

Her career pattern bears some similarity to the way she speaks - a succession of bounds in which promotions have leap-frogged each other. She became president of the students' union while reading languages at Westfield College, and vice-president of the London University union while completing a postgraduate teaching certificate at King's.

At 26, she was teaching languages to sixth formers at London's Godolphin and Latymer school. While raising a family, she did a counselling course - possibly her most significant move - and spent a day a week counselling at Mayfield school.

She also built a national reputation as a writer, speaker and broadcaster on the subject with the result that she re-entered full-time teaching with the deputy headship at ILEA's Thomas Calton school. It looked like the opportunity to start practising the ideas she had been evolving on bringing the outside world into school and using continuous counselling to shape the development both of pupils and staff.

The opportunity went when ILEA's plan to replace the three-site school

with a modern building was discarded. But as head of Vauxhall Manor, another split-site school, Mrs Jones began to be talked about for the innovations she was making in curriculum and organization. At the same time, she began to figure on the standard list of speakers at conferences on radicalizing the curriculum, school-industry links, work-related education, and initiatives which have become the new orthodoxy.

When, in 1981, she became head of Cranford school in Hounslow, already

a highly developed community school, Mrs Jones at last had the opportunity to put her ideas into practice. By then she was the author of five educational books, a member of numerous national bodies, and becoming recognized as an authority on school management style.

Her new appointment almost certainly represents yet another fortunate leapfrog. Short-listed when Hounslow were looking for an education officer, if she had got that job she would probably now be stuck inside the ranks of educational administration.

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Edited by Mark Jackson



## NEWS FOCUS

## Summer nose-dive

HAY FEVER

Thousands of pupils are thought to underperform in public examinations because of their allergy to pollen. Sue Surkes discovers that little is done to help them

Marcus Swallow, who has suffered from hay fever since he was 12, still well remembers the bunged-up yet runny nose, itchy eyes and palate and hot flushes that bedevilled his exam revision.

Now brand manager at Ciba Consumer Pharmaceuticals with responsibilities that include promoting products to combat the condition, he remembers how it upset his concentration - and believes it affected his exam results.

"The teachers were not at all sympathetic," he said. Ignorance of hay fever was "extreme" for a condition which, according to new market research, affected 15.9 per cent of 15 to 24-year-olds.

Research studies have underlined the effects that the condition is believed to have on educational performance.

In one study, Merrell Dow Pharmaceuticals asked teachers to obtain the public examination results of pupils suffering from hay fever and see whether they corresponded with what was expected on the basis of mock examination performance.

The findings have to be treated with some caution, because of the possibility of inaccurate prediction and the fact that no control group was used. But out of 162 O level students, 9.9 per cent did better than expected, 62.3 per cent did as expected and 27.8 per cent did worse than expected. The corresponding figures for 133 A level candidates were 12 per cent, 44.4 per cent and 43.6 per cent.

More interestingly, perhaps, the study found that those who had suffered since before the age of five made up 23 per cent of the O level candidates and only 11.4 per cent of those taking A levels.

The strong suggestion, the researchers pointed out, was that the affliction deterred many early-onset sufferers from going beyond O level.

Hay fever patients can certainly be encouraged by the prospect of the GCSE which, with its emphasis on continuous assessment, will place less importance on one-off written examinations held in the peak pollen month of June. Apart from that, the outlook is pretty bleak.

The traditional way of trying to win a candidate special consideration is for the school to submit a note, backed up by medical evidence, to the examining boards.

They say that all bona fide notes dealing with illness, disability and upset are taken seriously. But a spokesman for the Associated Examining Board, while stressing that notes could have an effect on grades,

said there was a limit to what could be done. "The difficulty is trying to quantify how that affliction has affected the student." Marks could not be awarded on sympathy alone.

Mr Gwyn John, assistant examinations secretary at the Welsh Joint Examining Board, pointed out that papers in the main subjects at 16-plus could be taken in November, after either just over one or just over two years' study.

But for an individual, it is not so simple. Those taking an examination too early might run the risk of underperforming. By taking it after their fifth-year colleagues, they might cause problems for teacher supervision and timetabling.

It seems inconceivable that public examination dates will ever be brought forward without alteration to the structure of school terms, because of the pressures a shortened academic year would bring.

More likely, perhaps, is the introduction of a four-term year which would start and finish earlier.

The Association of County Councils' discussion document, *Education on Even Terms*, proposes bringing the exam season forward by two weeks and cutting its length to six weeks, so that it would run from early or mid-April to the end of May at the latest.

The paper, which an ACC spokesperson said had won positive support in principle from examining boards and local authorities - the latter occupying educationists' minds. And, perhaps by the time all the partners involved get their act together, examinations as we now know them may have disappeared.

Medicinal treatments, then, are likely to remain the primary source of solace and relief for exam-taking hay fever sufferers and there is some good news here in that antihistamine tablets have now been developed without sedative side-effects.

But those with severe symptoms will probably have to find alternatives to desensitising injections, which have been dealt a severe, if not mortal, blow by the Committee on Safety of Medicines' recommendation last October that they should only be carried out if the patient can be monitored for two hours and full resuscitation facilities are available.

Dr Bill Frankland, a Harley Street consultant and former director of the allergy clinic at St Mary's Hospital in London, said the effects would be "terrific" if the recommendation, prompted by five deaths in 18 months, had stopped research into desensitising injections and would probably deter all general practitioners from administering them.

Steroids were the only other class of injectable substances useful for treatment and those, Dr Frankland feared, could have side-effects if given twice in the same month. His opinion was that "the outlook for hay fever sufferers this year is bleak indeed".

## Sized up for closure

RURAL SCHOOLS

Local authorities were told last week that they must shut the equivalent of 2,000 schools by 1991. Bert Lodge examines the latest DES circular

Champions of small schools may have felt heartened at the beginning of last week by the Secretary of State's announcement that he had second thoughts about minimum sizes. But by the end of the week they were being told that 850,000 surplus school places must be removed in the next five years.

This unsentimental message in Circular 3/87 last Friday was intended to replace the draft circular of last summer, which specified minimum sizes such as at least 60 pupils on roll for primary schools or at least three teachers on the staff.

Out have gone such precise prescriptions, yes. But hardly has the circular uttered the reassuring "Size in itself is not a determinant of the quality of a school", than follow such bleak reminders as "Small schools incur disproportionately high unit costs on staffing if they are to sustain quality" and "Schools of any size with a substantial proportion of surplus primary places incur disproportionately high unit costs".

The condition is also mentioned by the National Association of Head Teachers, which proposes in its own discussion paper on the four-term year, that external exams should take place before the end of May.

But considerable obstacles seem to lie in the way of implementation, not least the logistics of it all, teachers' contracts and the many issues already occupying educationists' minds. And, perhaps by the time all the partners involved get their act together, examinations as we now know them may have disappeared.

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on maintaining under-used capacity".

Stark facts give support: it costs about £120 a year to keep a surplus place open and about £200 for a spare secondary place. While primary schools can currently accommodate 4.6 million pupils, numbers on roll had fallen to 3.7 million by 1985. Although the graph has begun to climb and is expected to reach 3.9 million by 1991, schools would still have an excess capacity of about 20 per cent or 700,000 primary places, costing altogether £80 million a year.

Local authorities must take out half these surplus places by 1991, says the circular. As for secondary, the existing stock is 4.1 million places. But by 1985, numbers had fallen to 3.5 million and are expected to go as far down as 2.8 million by 1991. After that, they should start to rise, but not to more than 3.1 million for the rest of the century, according to the forecast.

Carrying all this surplus stock costs about £200 million a year, so let the local authorities shed three out of five of these spare secondary places, says the Government.

Any local authorities tempted to dilly-dally over the prescribed surgery are reminded that a "review of progress in meeting the targets" will figure in the "normal annual discussions on local authority expenditure".

This will be nothing new for them. Every time the councillors of Dyfed complain to the Welsh Office that they

are short of money, they are reminded that the county has 11,000 surplus places. Take those out and finance would be released, they are told. It looks splendidly uncomplicated on paper but on the ground it means closing a goodly number of the 140 schools which have fewer than 50 places. As every politician knows, no other action generates more local emotion than the announcement to close a school.

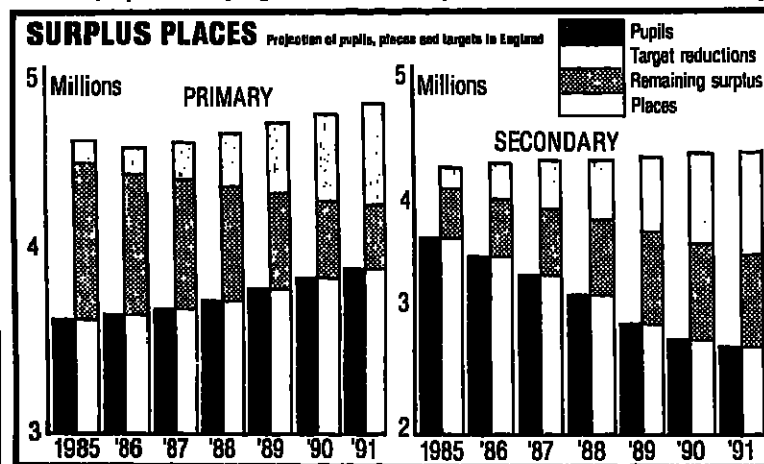
Moreover, while minimum sizes are not specified, authorities are reminded that some general principles concerning "size thresholds" were set out in the White Paper, *Better Schools*, published in 1985. These are similar to those specified in the draft except the form entry for 11-16 comprehensives is five and not six.

But they are not to be interpreted as "narrowly prescriptive", the circular urges. Indeed, "full account must be taken of educational considerations in planning any change. And the Government's commitment to schools of 'proven worth' is repeated yet again. Their closure will not be approved without evidence that they cannot sustain their established quality and that the alternative will secure the same quality at lower cost.

It is emphasized that other factors must also be taken into account. Full weight must be given to parental preference for schools of a particular type. "For example, grammar schools, denominational schools and single-sex schools". Leaving an open door for the Secretary of State though, an annex to the circular stresses that however large the volume of "expressed parental commitment", it will not of itself save a school if educational and financial arguments point the other way.

While forbearing to lay down minimum sizes, the circular is more specific on 16 to 19 provision. It goes so far as to suggest that 15 subjects should be offered at A level, with a further six at level courses in contrasting or complementary subjects. Furthermore, the teaching groups should not have fewer than 10 students on average.

All in all, this is a prescription for a fairly large unit, yet the 16 to 19 population will fall by one-third from a peak of 2.4 million in 1983 to 1.6 million in 1995. Many schools will find it hard to muster a sixth form as large as the circular considers ideal.



## Family feud the brothers can't afford

THE UNIONS

Richard Garner analyses the possibilities for amalgamations between the unions representing teachers and heads

could lose their posts and be swallowed up in the amalgamation tend to outweigh other considerations.

Privately, NUT members feel the cause of amalgamation has suffered through the defeat of Mr Joe Boone, the former president of the NAS/UTW, in the recent elections for the full-time post of union treasurer. The report between the two unions was at its best in 1985/86 when he was president of the NAS/UTW and Mr Gordon Green was president of the NUT.

Mr Fred Smithies, NAS/UTW general secretary, has been publicly dismissive of talk of amalgamation in the past - although the union's new president, Mr Eamonn O'Kane, (tipped by some as a potential successor to Mr Smithies) is less so.

In any event, though, there will have to be a lot of horse-trading before any serious initiative gets off the ground. The room for teacher-union amalgamation is not confined to the NUT and NAS/UTW, of course. There is a campaign for these teacher unions to have more formal links with NATFHE, which represents the vast majority of college lecturers, and the Association of University Teachers.

That would create a conglomerate union wielding much more power within the TUC with nearly 400,000 members. Outside of the TUC, the pressure is on, too, as there have been overtures from the National Association of Teachers to the Secondary Heads

Association. Again, though, the smaller SHA fears that its members' interests would be outweighed by the massive primary lobby in the NATFHE view of dwindling teacher numbers, it's questionable whether there is room for six unions representing primary and secondary teachers and their heads. Why - for instance - should there be two unions - the Association of Masters and Mistresses' Association and the Professional Association of Teachers - for teachers seeking a foothold from union militancy to choose between?

However, any amalgamation talks may make last year's Coventry and Nottingham pay-and-conditions negotiations seem swift by comparison.

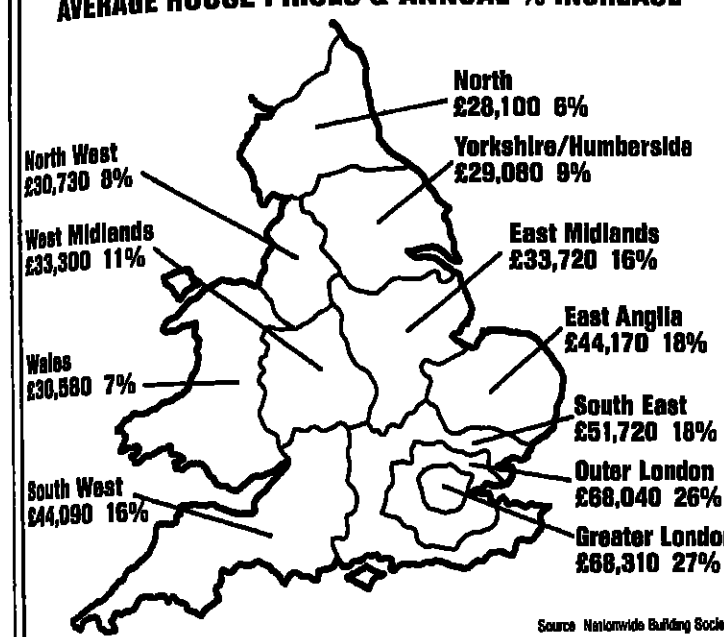
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All secondary heads and deputies

## NEWS FOCUS

## AVERAGE HOUSE PRICES &amp; ANNUAL % INCREASE



## Accommodating offers

TEACHER SHORTAGE

Soaring house prices are making it increasingly difficult for London boroughs to recruit teachers. Barry Hugill looks at the "inducements" that are now available

The tax cut announced in the Budget, together with the fall in interest rates, is likely to increase activity in the housing market and lead to a further impetus to house price rises. By the end of the year prices could be rising at an annual rate of 20 per cent.

The above is taken from a sober document called "House Prices in the First Quarter 1987" produced by the Nationwide Building Society. It makes depressing reading for politicians and administrators responsible for schools in London and the South-East.

To put it bluntly, few people in their right mind are going to give up a teaching post in the North, East or West to come to a similar job in London. And few are going to do it even if the new job carries a higher salary. The reason is obvious - they can't afford it.

Although the Nationwide anticipates an annual rise in house prices of 10 per cent that is an average figure. In London it is more likely to be in the 15-20 per cent range.

The average cost of a Victorian two-up, two-down, terrace house in Greater London is now £69,260. Fine for a childless couple but hardly suitable for a family. A teacher with two children seeking a modest semi would get no change from £75,000. And that would be in the cheaper outer suburbs. In Yorkshire a terrace house would cost less than £20,000 and a semi, £22,000.

The problem is most acute for experienced, married teachers. It is very difficult for a London authority to entice an established head of department from the provinces. Salaries are just not high enough to make the move worthwhile.

Younger, single teachers are less of a problem which is why there are so many of them in London. But even here, difficulties are arising. It is now almost impossible to buy a flat in even the most unfashionable area of outer London for less than £38,000-£40,000 and that would obtain only a small, one-bedroom property. A young teacher in the capital will earn, on average, about £10,000 which would enable him or her to get a mortgage of about £25,000. Unless there is a working partner around or generous parents, buying is not possible.

This would not matter if cheap, rented accommodation was available but, except for the lucky few, it is not. In short, there is a crisis. As a result, many L.E.A.s have devised "inducement packages" in a desperate attempt to attract staff.

Because housing is the most pressing problem, several authorities are looking at ways of assisting with mortgages. Last year Bromley introduced shared equity schemes for head teachers new to the borough. They were offered up to 50 per cent of the cost of a house by the council.

Heads taking up the offer had to find the other half through normal channels. Initially, the house is jointly owned but over a period of years the head can "buy out" the council.

Any "buy out" would be at the price originally paid for the house and the head entering the scheme would stand to gain a considerable amount of money as the house appreciated in value.

The scheme is restricted to heads and senior education officers and the authority says that it cannot afford to extend it to classroom teachers.

The first council to offer a shared equity scheme to all new teaching recruits could well be Labour-controlled Barking. The education committee is considering the possibility but is known to be concerned at the cost. In Conservative-dominated Haringey, the council is planning a mortgage subsidy scheme for staff in short supply. Initially limited to 10 posts a year, not necessarily all teachers, recipients will receive up to £100 per month "top-up" to help meet the increased mortgage necessitated by a move to London.

The majority of London authorities offer generous re-location allowances to newcomers with Redbridge leading the way with payments of up to £3,500. Brent goes so far as to offer a £500 re-location allowance to new recruits regardless of whether they have to "re-locate" or not.

It is the norm for teachers to be given priority in the allocation of council housing but there is evidence that this is not a particularly attractive inducement.

The largest employer, the Inner London Education Authority, is scouring the world looking for staff and is heavily dependent on Australia, A and New Zealand supply teachers. A large proportion of its primary vacancies are covered by short-term visitors from down under.

An ILEA spokesman said this week that accommodation was by far the most serious problem. To buy a house in inner London is out of the question for all but the affluent. House-owning ILEA teachers often commute from the suburbs, which itself is a fairly expensive experience.

The authority's "visiting" supply teachers are, of course, not interested in buying property and are usually satisfied with fairly basic rented accommodation. To help them, the ILEA maintains a register of vacant properties, look favourably upon teachers as tenants, holding them in almost as high regard as nurses. In a new move announced on Tuesday, the authority proposed the appointment of a housing officer to help teachers find homes.

Experts say that the teacher shortage, in London will get worse and more authorities will have to look at some form of housing assistance. In an unpublished report by the Greater London Employers' Secretariat which has become available to The TES, a dire warning is given that the escalation of the war between the London authorities to recruit staff will "cost the ratepayers dear".

## Hoping for support but braced for rotten eggs

PARENTS

Parents have been given a much greater say in the running of schools. Jeremy Sutcliffe assesses the likely impact of the annual school meeting

What will happen when schools begin to hold statutory parents' meetings later this term? Will they be occasions for parents to throw, at least metaphorically, rotten eggs and ripe tomatoes at teachers?

Or will they, as some Government critics suspect, become focal points for parents to rally against education cuts and plans to privatise schools?

As is often the way with a reforming government, no one really knows what will happen. While many, perhaps most, classroom teachers have deep-seated worries about the annual meetings required under the 1986 Act, heads and parents generally favour them.

Even the three biggest unions, which to varying degrees have shown hostility, welcome the opportunity for increased communication and co-operation with parents, at least in principle. The argument is no longer about whether schools should be open to parent power, but whether there are adequate safeguards for individual teachers.

Teachers are worried that parents will use the meetings to become abusive, or make unfounded allegations or defamatory comments against named individuals. "The Government," says the National Union of Teachers in its response to the new Education Act, "clearly intends that the parents' meetings may be used as a forum for criticism of the school - indeed of individual teachers who may not even have been invited to attend the meeting."

The punch-drunk unions, battered and bewildered after years of industrial conflict, loss of bargaining rights and the sudden flurry of initiatives emanating from the Education Secretary, deeply distrust the motivation behind Mr Baker's advocacy of parents' rights. But do they really have anything to fear? True, the DES guidelines (Circular 8/86) say the meetings should take place in "an atmosphere in which parents can freely express their opinions".

But equally, they stress "great care will be needed in the handling of anything which involves criticism of an individual such as a member of staff. The chairman should try to ensure that any such discussion is kept calm, positive and reasonably brief".

This seems to put the onus on chairmen to take a tough line on personal criticism of teachers. Furthermore, teachers will find they are protected from personal abuse by the laws of defamation.

An initial worry for teachers is that chairmen, under the new set-up, may in some cases be inexperienced at conducting such meetings and may not deal firmly with such personal attacks. There seems little reason to think, however, that well-briefed chairmen will allow meetings to get out of hand.

Another worry for teachers, and the L.E.A.s, is that they have no statutory

right to be present at annual meetings. They can go along only at the invitation of the governing body, while parents and the head can be present as of right. Teacher representatives on the governing body, however, may attend, and in practice it is hard to imagine governing bodies barring teachers from taking part.

It seems certain that if a teacher's performance, methods or competence is criticized, the matter would be immediately referred to the head and dealt with in the usual way, without public debate.

There is also the possibility that such meetings would be hijacked by unrepresentative minorities of parents who would pass resolutions on school matters which heads and the governors would then be forced to act on.

But the Act clearly says that a quorum of 20 per cent of parents is needed before resolutions can be passed. While parents can still meet with fewer than this number, they do so without real power. In the event that a quorum of parents overrule teachers' wishes, something is likely to be wrong in the school.

What is more likely, in most cases, is that heads would win over parents to their view on all important issues. Far from weakening their position, they would not only increase parental involvement in the schooling process, but also win parental backing on a whole range of issues.

This aspect is perhaps the most intriguing about the Baker reform. At a stroke it will increase parental involvement and, hopefully, concern and knowledge about education. There is little doubt that some schools will experience teething problems. But in the long term, annual meetings are here to stay, and will almost certainly be quickly accepted as part of the natural process of accountability in schools.

A parallel can be drawn with one of the reforms introduced by Sir Keith Joseph as Education Secretary: the publication of all HMI reports. At the time, there were squeals of anguish from the educational establishment, yet, in the event, the public reports have become powerful sticks to beat the Government with over its record on provision of resources and maintenance of school buildings.

Parents' leaders, and some union leaders, believe the same will happen with statutory parents' meetings. Far from making teachers' lives more difficult, they will bring parents together as organized groups, educate them, and turn them into a far more powerful pressure group, both locally and nationally, than at present.

A parent's view, page 22  
A head's view, page 25

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## OVERSEAS

# Police break up campus meeting on white election

White South African voters re-elected President Botha's National Party Government in last week's election amid a near complete stayaway of black workers, tight security and the angry silent testimony of the country's two most prestigious universities, Cape Town and Witwatersrand.

The poll followed a violent fortnight on both campuses and culminated in an aggressive and often brutal display of strength by armed police who aimed their unwarranted attention at a peaceful gathering of thousands of students, academic staff and black workers.

The students at Witwatersrand had gathered to listen to Mrs Winnie Mandela, registered student and wife of the jailed African National Congress leader, Mr Nelson Mandela, who was to leave discussed options for responses to the all-white election. But the meeting was banned minutes before it was due to begin and hundreds of riot police stormed students - and journalists covering the event - and later turned their attention to shocked academics who turned out in a solidarity protest with students.

Tear gas, sjamboks (whips) and

## SOUTH AFRICA

**Pat Sidley reports how students fared in the run-up to President Botha's ballot-box success**

later rubber bullets were used. Staff, students and workers eventually called for the university to be closed. Caught in the mess was a small group of students from the very conservative Afrikaans campus in Pretoria (known as Tukkies) who had come to listen to Mrs Mandela.

The incident followed similar demonstrations and arrests at Cape Town and Western Cape campuses. Until the police action, campus feelings about the election were confined to strong statements and displays of intent at meetings by members of the national Union of South African Students and black students' movements.

In the main, academic staff were

divided between the "liberals" who saw in strong student action an erosion of academic freedom and free speech, and on the other side those few who actively supported the protest.

The national union and the black students' grouping, SANSCO, organized a "one person, one vote" all which severely criticized the election but did not seek a boycott. This position was consistent with that of the United Democratic Front, the African National Congress, and many church groups.

Witwatersrand's academic association had affiliated to the Five Freedoms Forum - a loose coalition of anti-apartheid groups - and it took a similar line over the election.

But the violence at Cape Town and Witwatersrand provoked the closure of both universities and strongly worded statements expressing their abhorrence of police violence on campus.

The police action brought together a meeting of minds between students and academic staff in a way not easily foreseeable after the disruptions at the end of last year.



Students flee police on the troubled Cape Town campus

## £900,000 damages for rugby injury

## AUSTRALIA

The New South Wales Supreme Court has ordered the state's education department to pay £900,000 damages to a schoolboy who became a quadriplegic when a Rugby League scrum collapsed on him.

In a scathing judgment, the court found that the education department had failed to protect pupils' safety, said teachers had been "let down by the bureaucracy" and that it had exposed boys to "the tragedy of permanent paralysis".

When the accident happened in 1982, Stephen Watson was 15. The judge said the boy had had a long, thin

neck which made him vulnerable to spinal injury. The department had been warned by the director of a Sydney spinal clinic that boys with Stephen's physique were at great risk of being crippled if they played in the front or second row of scrums because their necks could not stand the pressure.

By failing to distribute a video and a poster about scrum risks, the department had failed to communicate this to teachers.

"The machinery of the state at quite high level failed even to comprehend a message, the meaning of which would have been clear to schoolchildren and which warned that the penalty of ignorance might be permanent paralysis," the judge said.

The payout is the largest the state has known and falls about £40,000 short of the record injury compensation in Australia. The Government is considering a proposal whereby state school parents whose children play sport will be billed for part of the cost of a new insurance scheme.

● In another recent landmark judgment against the education department, the NSW Court of Appeal upheld a previous ruling by the state's Equal Opportunity Tribunal that a schoolgirl had suffered sexual discrimination because a girls-only school offered subjects of "manifestly less benefit" than those offered to her twin brother at his neighbouring boys-only school.

Counsel for Ms Melinda Leves, who was 13 when she first raised the matter in 1984, argued that the elective subjects offered her - domestic science and textiles - would limit her future employment and tertiary education chances when compared with those offered her brother, which included technical drawing.

Anne Suskind

## Unrest leads to sackings

## VENEZUELA

Venezuela's Minister of Education, Sr Luis Carbonell, has lost his job in the wake of university unrest this spring.

He departed in a Cabinet reshuffle on April 22, at a time when his ministry was trying to find a solution to a strike by lecturers which had paralysed most higher education centres. Sr Pedro Cabello, Police, has taken over.

Another political victim of university troubles has been the governor of the Andean state of Mérida, Sr Carlos Consalvi, who resigned after facing strong criticism of his handling of the four-days of student riots which shook the normally quiet highland city in mid-March, after an engineering undergraduate had been shot dead during end-of-exam celebrations.

Demonstrators caused more than £1 million-worth of damage before the governor ordered heavily armed troops to occupy the city.

Michael Gibson

## Gunning against a city way of death

## UNITED STATES

**Bill Norris on moves in Detroit to keep firearms off school premises and prevent another murder**

There are more guns than people in Detroit - a city with a 1.1 million population and the highest murder rate in America - and some of them are in the schools.

Last year, 43 of 653 murder victims (58 for every 100,000 residents), were aged under 16. A schoolgirl or boy is being shot and killed nearly every week.

The problem is not new, but it is getting worse. At first, security guards and police were stationed in the schools. Then, in 1985, school officials began installing metal detectors to screen youngsters for guns and knives. These were removed last year after the American Civil Liberties Union threatened to take the authorities to court, and the casual slaughter resumed.

Now, the ACLU notwithstanding, it looks as though the detectors may be brought back, along with random searches and the establishment of an alternative school for students caught carrying weapons in the classroom. The Detroit high schools were closed for two days last month to bring parents, teachers, students and administrators together to discuss the whole problem of violence. Some 21,000 parents and 20,000 students attended the meetings.

The event that sparked this sudden revival of interest was the killing last month of Chester Jackson, aged 17, a star footballer and athlete, who became the first pupil to be murdered on school premises. He was chased through the corridors of Murray-Wright high school by a 14-year-old carrying a .387 Magnum revolver, caught and shot twice in the head.

Chester died instantly, and pupil witnesses were wounded.

The motive for the killing is as unknown as the reasoning that prompts pupils to feel the need to go armed into the classroom. According to Mr Robert

Trojanowicz, the director of the school of justice at Michigan State University, they may be getting mixed messages from adults about guns and other weapons. He said: "On the one hand, people in Detroit are saying that guns hurt people and are an unacceptable alternative to problem-solving. On the other hand, we're saying we need our guns for self-protection."

Barbara Casassus

TES correspondents report on how the increasing demand for English language teaching is being met

## Talking points in closer links with the West

## CHINA

During interviews for supervisory staff at one of China's largest and newest international hotels, applicants were asked: "Why do you want to work at the Hua Ting Sheraton?" In 90 per cent of cases, the answer was not better pay or working conditions. Nor was it improved career prospects or higher status, although all of these would inevitably go with the appointment. The answer was: "So I can improve my English."

China's obsession with learning English has grown since the liberalization of attitudes towards the West, and Deng Xiaoping's "open-door" policy, which has led to steady increases in trade and tourism, as well as educational and political exchanges.

However, the English ability of the average Chinese, and indeed many of those in higher education, continues to leave much to be desired, although there is now a small number of very competent linguists graduating from the better foreign language institutes and universities.

There are three problems. First, there is the very limited exposure of the Chinese to native English speakers - although, as increasing numbers of harassed tourists testify, students of English never miss an opportunity to practise the "eight questions to start a conversation with foreign guests".

Second, the teaching methods normally employed in language teaching are rooted in traditional teacher-pupil roles. The emphasis is on grammar, repetition and memorizing. Reading and listening exercises tend to be intensive, word by word, structure by structure, with little or no context, and little or no reading practice.

The third problem is the language ability of the teachers themselves. At secondary level and below, few are

orally competent, largely because of the effects of the 1965-75 Cultural Revolution, which brought education to a halt during their childhoods, and isolated the nation from external contact.

However, the challenges are faced with enthusiasm. Thousands in every major city follow English courses, both at night school and through distance learning. And they come from all backgrounds: bus crews and doctors, factory workers and policemen, shop staff and journalists.

Thousands more follow courses on TV. A typical week's viewing in Shanghai, for example, includes three episodes of the BBC's *Sadina Project*, the English for travel programme; *Follow Me* (intermediate English); *English for scientists*, a lecture on experimental English teaching; and two English language films.

In addition, both local and national radio broadcast teaching programmes, including an introduction to idioms, conversational English and vocabulary lessons.

"English corners", casually started in Shanghai's Peoples Park several years ago, now exist in cities and towns all over the country, and teachers and students gather regularly to practise the language.

Increasing numbers of foreigners are employed as teachers in China, the most lucrative job being in the commercial field. These are comparatively rare, but there are a number of oil companies in South China, and a growing number of joint-venture international hotels throughout the country.

The British Council, the World

## Oral work highlighted

## Dual system 'elitist'

## HUNGARY

More than 3,000 university graduates from Britain, the United States, Australia and New Zealand applied for 720 new English language teaching posts in Government secondary schools in Japan this year.

The scheme, sponsored jointly by the Education, Foreign Affairs and Home Affairs Ministries, is designed to improve the quality of English instruction in schools by adding conversation to classes now dominated by grammar and the written word.

Learning English is a national obsession. The subject is optional, but it is required for upper secondary school and university entrance exams.

Private language schools abound, and the subject is a mainstay of the juku or cram schools. Some use prosaic teaching methods, and others satellite American television programmes or on-line computer courses.

The Education Ministry has employed young Britons and Americans as English teaching assistants since 1979, and this year has more than 300 on its payroll. Independently, the Tokyo Education Board started employing native English-speaking staff in 1984, and extended the scheme to German, French and Chinese speakers last year.

In many cases teachers have to cover several schools. This can prevent establishing a proper relationship with pupils and there are often complaints of being treated like human tape recorders.

Barbara Casassus

Three English-Hungarian dual language secondary schools are to open in Hungary this autumn as part of the cultural agreement signed by Sir Geoffrey Howe, the Foreign Secretary, on his visit in March.

The schools, along with 11 others teaching six major European languages, are the most spectacular result of the Government's recent attempts to improve the standard of language learning.

There have been 20 applicants for each place at the Budapest school. The recently-appointed head of English said: "We have to face the fact that this is going to be very elitist."

The British Council has advised the use of British texts, supplemented, where necessary, with Hungarian, but £250,000 has already been spent on translating Hungarian textbooks into English.

The Council has also agreed to recruit five teachers from Britain for each of the departments. Four will be science teachers.

Experienced Hungarian teachers have proved unwilling to take on the extra burden of teaching their subjects in a foreign language for the equivalent of only £6 extra a month.

There are growing fears that in the future this elite will be at a disadvantage. It is asked whether it is sensible to teach mathematics in a foreign language and whether there is a danger that pupils will finish with poor English and marks that are too low for university.

Victoria Clark

## OVERSEAS

## Second language friction

## ITALY

Next year a new curriculum will be introduced in all Italian primary schools which will include a compulsory foreign language. By 1990 all eight-year-olds should be studying a foreign language, and most will be learning English.

The Government decided to embark on this major project as a result of a primary school language scheme which began 10 years ago when a group of volunteer teachers in Rome, Milan and Turin began to try out their (sometimes rusty) French or English in daily half-hour periods with their classes. In bilingual parts of Italy (French-speaking Val d'Aosta and German-speaking Bolzano) this had been going on for years, but for most of the country it was a new venture.

The first results were encouraging and other *comune* (local authorities) began similar projects. By 1983 the Ministry was ready to declare: "In an intensively communicative age of international exchanges it is desirable that the *scuola elementare* should introduce the teaching of a foreign language into its curriculum."

The Ministry had no hesitation in choosing English for the opportunities it offered in technology and international exchanges.

The reaction of teachers of French - for years the first foreign language - was predictable. Pressure groups of teachers and educationists have been formed to reinstate the language.

A huge programme of in-service training must get underway if primary schoolteachers (only a minority of whom are English language specialists) are to be ready for the task.

For many the idea arouses more dread than enthusiasm. With the prospect of having to attend re-training courses in social studies, statistics, computer programming and environmental studies, all of which are included in the new curriculum, they have enough to worry about.

David Newbold



Kate Flower: presenter of BBC's *Follow Me* series

Bank and Yale University's Yale-China society run exchange or assistance programmes. These are aimed at improving the standard of teacher training and developing materials as well as teaching English.

Many foreigners are also employed directly by the Government, either as foreign experts or at the slightly lower status of foreign teacher. They earn between 400 and 600 yuan a month (£100-200), plus accommodation, compared to the 60-80 yuan paid to

local teachers, and come from a wide range of backgrounds. Many are EFL or secondary schoolteachers, others are from colleges with Chinese links.

China, however, lacks experience of recruitment, and facilities for interviewing applicants overseas. There have been occasions when a college has been dissatisfied with its recruits, or when foreign teachers' expectations have not been fulfilled.

M C Epstein

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## LETTERS

# Teacher's central role in stopping child sex abuse

Sir—As one who has been fighting over the past 12 to 18 months what seems to be a one-man campaign for the proper training of teachers to deal with the sexual abuse of children, I welcome the call for such training by the Assistant Masters and Mistresses Association at their conference in Harrogate (TES, April 17). This is particularly pleasing in view of the fact that I have had a letter from the DES saying that such training was not a national priority.

There is, however, one part of the AMMA statement with which I must take issue. "The role and responsibility of the assistant teacher should be little further than initial, provisional identification of the potential victim and referral to those equipped to help."

I am sick and tired of the pussy-footing timidity of such statements which serve only to belittle the vital and unique role that can be played by teachers—and only by teachers—in the prevention and detection of child sexual abuse, provided that proper training is given. It is about time that the Government, local education authorities and teachers themselves realized the part that can be played by the properly trained teacher and it is most certainly time that such training was given.

Because of the very nature of his job, the teacher is the most likely person outside the family to whom a

child will disclose sexual abuse—in fact, I believe he or she is the most likely of all, bearing in mind that 85 per cent of sexual abuse takes place within the family unit. In Australia, where the reporting of incidents or suspected incidents of child sexual abuse is mandatory for teachers, more cases are reported by teachers than by any other agency.

No other adult is in a position to observe so closely a child's behaviour patterns and consequently to observe those changes which may spell sexual abuse. And no other adults have the qualifications and resources or the opportunity to educate children for prevention of sexual abuse.

No social worker, policeman, doctor, psychiatrist or health visitor is in such a position and yet we continue to belittle the role of the teacher, making it subservient to these other agencies. The teacher should be a vital part of this team, giving support and help at disclosure and for long afterwards—both to the victim and his/her family. However, until proper training is provided the teacher will continue to be a vital missing link in the chain.

**BOB WEBSTER**  
Deputy headmaster  
Founder, North Humberdale  
Childwatch  
116 Newland Park  
Hull

## Training needed

Sir—The statement by the Assistant Masters and Mistresses Association on teachers and child sexual abuse (TES, April 17) is to be welcomed. Teachers are often well-placed to spot victims of child abuse and their response may be crucial if the child is to get help. We would also support child abuse

being included in the school's programme of personal and social education, and stress the need for teacher training in this area.

**JOYCE ROSSER**  
Deputy director  
Education Unit  
The Family Planning Association  
27-35 Mortimer Street  
London W1

## Theatre studies

Sir—J S Bratton's eulogy of melodrama in the guise of an attack on the teaching of A level theatre studies (TES, May 1) does at least raise some important questions about the nature and purpose of the subject.

There is some truth in his assertion that A level theatre studies "do not seem to build as it should from educational to academic drama". However, in common with other A level subjects it is temporarily marooned between GCSE and vocational initiatives and the demands of employment and higher education.

Teachers of the subject have to accommodate the needs of a wide variety of students who may be hoping to go to drama school, to colleges of HE, to polytechnics, or into employment as well as to university and, of

course, not all A-level theatre studies students will be wanting to pursue the subject as a main, or indeed any, course of study post-18; they may be studying the subject purely out of interest—and why not?

Consequently, it would be both unreasonable and unrealistic to expect A-level teachers to prepare their students for all the idiosyncratic interests they would be likely to encounter in HE interviews in six hours per week on average. Some get far less teaching time.

The key questions which J S Bratton inadvertently begs are: what is the purpose of A-level theatre studies? Which students is it designed for? What levels of competence does it hope to foster? Which skills does it hope to engender?

The traditional aims of A levels are closely tied to the demands of the



Getting the measure: "unique benefits" of residential experience

## Field goal

Sir—As a teacher of environmental education I welcome Peter Smith HMI highlighting the greater educational use of school grounds and playing fields as alternatives to residential experiences (TES, May 1).

It is to be hoped that some of the same benefits could be reaped, but can the alternatives provide the totality of a residential experience?

Following the "Wiltshire decision", Hertfordshire County Council immediately earmarked funding to safeguard examination course day field experiences and A-level residential experiences, a move not yet mirrored

by sufficient local education authorities.

Surely the present national curriculum debate is a golden opportunity for the inclusion of the residential experience in every child's curriculum. Its inclusion, together with allocation of appropriate central funding, would ensure that the unique benefits of such experiences are not denied to future generations of pupils.

**ANDREW MCCARTHY**  
Centre for Applied Research in Education  
University of East Anglia  
(on secondment from Nicholas Breakspear School  
Hertfordshire)

## Early report

Sir—I am writing with reference to the excellent feature analysing the report *International studies in pupil performance: aspects of science education in English schools* (TES, April 3). We are pleased to announce that the report is now being published this month instead of in September as the article

stated. Copies of the book can be obtained from local booksellers or from the address below.

**MICHAEL JACKSON**  
Marketing director  
NFER-Nelson  
Dorville House  
2 Oxford Road East  
Windsor  
Berkshire SL4 1DF

## Brain drain

Sir—The reference to the brain drain of teachers to GEC-Marconi (TES, April 17) left a misleading impression which Essex education authority and GEC-Marconi believe should be corrected.

For several years the L.E.A. and GEC-Marconi companies in the county have been working closely to foster more effective relationships between schools, colleges and industry, in particular to address the very worrying problem of maths and physics teacher shortages.

The following examples of our joint efforts are:

□ the appointment of an industry education liaison officer jointly funded by the L.E.A. and GEC-Marconi companies;

□ the introduction of a scheme two years ago enabling science teachers to spend five weeks in our companies improving their knowledge of the application of their subjects. The company pays the teachers £20 a week and is a specific condition of the arrangement that no job offer can be made to any teacher;

□ the sponsoring last July by the companies of science teachers at a residential electronics summer school at Bangor University;

□ the planning of a scheme for GEC-Marconi employees to help ease school staff shortages by teaching on a part-time basis;

□ the companies' provision of equipment, work experience placements and curriculum support to schools, particularly in the Chelmsford area, including the school mentioned in your article.

The provision of an adequate quantity of high quality science and maths teachers is an issue of the highest importance to both the L.E.A. and local industry and we will take all sensible steps to safeguard and improve the position.

**A FRISTON**  
Training adviser  
GEC-Marconi Electronics  
Marconi College  
Arbour Lane  
Chelmsford, Essex

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

## Free to learn

Sir—Mr McManus in his article "I said 'hands up'" (TES, April 10) describes young children being constrained by adult-imposed strictures and expectations. He describes children actively learning from freely-chosen activities whose learning is interrupted by teachers asking questions to which they already know the answer.

In a classroom using the High/Scope curriculum, these situations do not occur. Teachers are encouraged to observe children's play before joining in so that they can extend the play, not interrupt it with questions that hold no meaning for the child at that point.

Children are free to choose what activity they wish to do and spend time planning with the teacher how it might be carried out. Adults set the context

for learning by ensuring that there is a variety of materials available, and that children are introduced to new materials, but then the child is free to "rearrange and explore" that context (Bernstein).

Mr McManus says that, in order for children to be involved in real learning rather than merely trying to guess what the teacher wants, perhaps the autonomy of the adult should be limited. The High/Scope curriculum advocates a real partnership in learning between the adult and the child.

**CAROL TOMLINSON**  
High/Scope development officer  
Voluntary Organizations Liaison Council for Under-Fives  
c/o Thomas Coram Foundation  
40 Brunswick Square  
London WC1

and Caroline Gipps touched on this. Remedial classes and withdrawal groups were originally established to solve some of these problems. Good advice will never replace them.

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## LETTERS

# Load and run model for teachers

Sir—As an eclectic student for the past 30 years, an electronics-turned-information engineer with long-standing interests (from National Service onwards) in the operations and programming of the human machine, I have been reading the self-criticisms of the educational service with some dismay.

As a father, I applaud the honest recognition that the profession does not know where it is going. The same is true of my own profession, and I contribute as one who has struggled with this problem for 20 years. However, I am put off grasping the nettle of teaching what computing is all about, when I realize how teaching is constrained by lack of understanding of theory.

What I should hope to teach in computing would be familiarity, theory and practice. The theory would be like the analyses I learned in electronics, not the commercial empiricism I suffer in computing. The unappreci-

ated difference seems to lie in the objectives.

Physical scientists have long understood theory as model building, but technology wants to reflect models in autonomous artificial realities. Thus it needs to know the inside rather than the outside of the "black box": it wants to characterize its effects in terms of internal components before considering the effect of outside influences. Computing, like education, is concerned with machines of horrendous internal complexity and many external influences: the temptation is understandable to ignore the inside. However, this throws the baby out with the bathwater.

What electronics practice revealed (as theory caught up with it) was that all its components and assemblies could be characterized with just three measurement types and three corresponding arrangement types in combination. Systems analysis and programming has empirically discovered the same pattern, apparently without

the logical analogies being recognized.

It can also be discerned in human physiology and indeed in any mechanism or environment (for example, economics) involving on-going processes. The analogy here is with television pictures: they all have lines on not because these are part of all pictures but because they are characteristic of the communications process involved. At that level people are directly comparable to computers and teaching to programming.

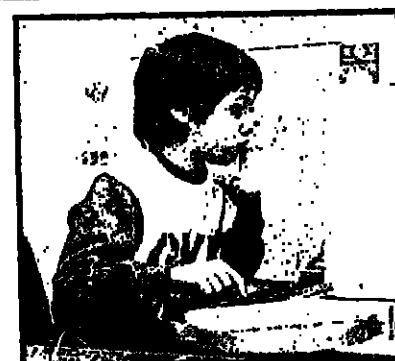
My teaching theory, then, is based on the logical structure of getting a program to run. First, you have to load the program as data. Then, you have to change the computer's orientation so it will recognize the data as a program. Finally, you can run it (to discover where the computer objects or makes mistakes).

In view of the controversy over language teaching (TES, May 1), I might suggest a similar use of computing as a tangible model? The same controversy is evident as between

computing languages, and boils down to whether one should do what everybody does (qua Scott on Kingham, *ibid* page 15, that is, model the particular case or endeavour to model (or understand) the general case of which the particular is an instance.

If you understand the difference between COBOL and ALGOL-68 you have a model of the difference between reporting and literature. When you understand ALGOL-68 reference modes and their application to both objects (states), processes and machine events, then you have begun to understand types of language. That is why I feel it important to teach computing: that is what is missing even from most computing. But only Jeff Thompson's letter on the International Baccalaureate gave me hope of being understood.

**D J TAYLOR**  
51 Horrold Road  
North Mallett  
Worcestershire



## Hands off

Sir—Like many of your readers, I read with concern the article "Where is the help?" (TES, March 13) describing the plight of computing in the primary sector. May I make some points of my own?

The most recent HMI publication to land on my desk "Primary Schools—some aspects of good practice" perpetuates the worst errors in the use of computers. The use of computers is only mentioned in one paragraph as (sic) still relatively new in primary schools. The paragraph is part of the section on mathematics and clearly gives weight to the erroneous view that the computer is the province of the mathematics expert and it even states "two able pupils succeeded in programming a visual representation of a count-down and rocket take-off".

The contents page has a double-sided picture of two boys using a spectrum computer and cassette recorder to type in a BASIC program. LOGO enthusiasts must be cringing! When I think of all the excellent work that is being done with the computer across the curriculum I feel deeply depressed about HMI. Is it that HMI is so out of touch with good computer practice or are our HMIs, like many lecturers in primary education, "pre-computer" in their thinking? It doesn't bode well for the future of IT with such a treatment of computer education and ill-suits the published views of Mr Baker.

**ALAN CLAMP**  
Headteacher  
Wild Bank CP School  
Demesne Drive  
Stalybridge  
Tameside

## Keyboard stops

Sir—What a disastrous decision of Yamaha to discontinue the CX5M music computer. Like many other music teachers I had discovered its great potential: I had used one for several months in my previous school and am now trying to fund the purchase of one for my present department.

If there are still "numerous CX5Ms in cupboards" (TES, April 24), unpacked or otherwise, I would be only too pleased to relieve any music teachers of their storage problems.

**ROBIN BRET**  
36 Elmwood Park  
Lidswell  
Kingsbridge  
Devon

## Aids prevention

Sir—The seriousness of Aids does not seem to have made a great impression on high school pupils. To them it is another risk just like smoking or drinking. Also young people do not see death as something real.

The Aids leaflet that came through the door has been forgotten, like so many letters that go home for parents' signatures.

The Government has a poor record of funding national health projects; for example, £2 million was available for drug education and that was really a drop in the ocean. By the end of this century the Aids disease is going to reach epidemic proportions.

Therefore, I would strongly urge the Government and any incoming administration to make available funds for each local education authority for the education of Aids in our schools.

To appoint co-ordinators in charge of a school or group of schools, education departments are going to need extra money.

I do welcome the Government's recent funds allocated for Aids but most are being used by health authorities who are looking at the care of ill-patients. Let us look at our future generation who need our help and guidance.

**PASHNANDHRA**  
Counsellor  
London Borough of Harrow

## Change direction

Sir—Nick Baker in a recent article (TES, April 17) states that "teachers can get free careers advice from the MSC's Professional and Executive Recruitment agency at Job Centres". This is misleading for two reasons. First, PER sections are not actually based at Job Centres, and second, PERs do not offer individual careers counselling or advice.

The extent of PER's advisory work consists of half-day "job-hunting seminars" covering basic topics such as how to write a CV and interview techniques. The career-changing teacher may well need some help deciding what to do next, but since the occupational guidance units were disbanded in 1977, there is no longer a source of free government-funded careers guidance for adults.

In the same article it was rightly

## Still alarm

Sir—I find Howard Peach's argument for a silent learning environment seriously flawed (TES, March 27). In the first place he fails to make clear precisely what he understands "thinking" and "the learning process" to mean.

If we suppose that he applies these terms in the sense of that solitary and passive activity more accurately called meditation, then doubtless any sound will be an unwelcome intrusion.

## Spinning a yarn

Sir—May I, as one of the authors of *READING 2000*, request the courtesy of your columns to reply to Angela Amos's review (TES, March 20) of one of the components of this programme.

I refer to her comments on the book study guides. Not too long ago, I felt, as she does now, that classics such as *Charlotte's Web* and *Carrie's War* were sacrosanct; that they should be read for sheer enjoyment which would be such that children would rush madly to the library shelves in search of more. Alas this adult point of view did not prove to be the correct one for many children.

The influence of television cannot be ignored. It imposes images, and by skilful use of appropriate sound effects, also provides emotional input. The name of the television game is "passive absorption". It should not, therefore, be altogether surprising that, faced with a page of unillustrated print, today's children find something missing.

The linguistic enjoyment of a good novel is greatly enhanced by visual and auditory images which remain with the reader for long periods of time and which may indeed be a primary and reliable source of recall. It is a sad fact, however, that an alarming number of people (adults as well as children) are unable to enjoy these flights of fancy and recollection.

The reason lies in the function of the brain. The left and right cerebral hemispheres have different functions. While the left controls language, analysis, and logic, the right hemisphere is concerned with colour, imagination of American research has

guides, by leaning heavily in the direction of the art (right) mode, is intended to provide this stimulation. The novels, themselves, are gateways to "The Puffin Bookshelves", a highly important part of the *READING 2000* programme, and it is our stated aim to endeavour to lead children through these gateways.

I would be delighted if Angela would accompany me to schools where *READING 2000* is in full use, to talk with the children there and share with them a recently acquired enthusiasm for "real books". Who knows? She, like me, may also jump the fence!

**HELEN MCULLILH**  
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Uddington  
Stratford

## Language input

Sir—You are presenting us, in an article and in your letters column (TES, May 1), with familiar arguments about how and why reading should be taught. All these arguments are based on the supposition that reading can only be a development of previously acquired spoken language. This may be a very broken language.

Reading—strictly defined—may be the easiest input to language development for most children, and the only effective input to language development for some children. If reading is defined as "a learned response, largely of recognition, to a visual signal", then listening as "a learned response, largely of recognition, to an auditory signal", then both reading and listening can be seen, as inputs to language development, as having advantages over listening.

## Hard lessons

Sir—Having recently completed an OTTO (one-term training opportunity) course, I found Dr Harry Gray's survey ("Struggling with the unfamiliar", TES, May 1) of some interest. Our course tutor declared from the outset that heads and deputies must have considerable skill, expertise, ability and experience to have reached their positions and that our time would be spent in developing skills and in reflection among other things.

That Dr Gray should encounter resistance in attempts to change people's behaviour and express surprise about it causes no surprise to me. My experience has shown that behaviours can be modified only if a person perceives a need for it. Why, therefore, should heads be singled out as being the odd persons out?

The encouragement of self-awareness as undermining personal security is not common only to heads: Belbin reports this among senior managers in commerce and industry where they felt that it was all right for personality tests to be applied to subordinates, but not to them.

I wonder whether a consultant surgeon/judge/senior civil servant would challenge the authority of someone from outside their sphere of expertise telling them what to do? "Now, m'lud, this is what you must do when sentencing someone convicted of . . ."

Yes, learning is harder in later life. I believe it is a biological fact, just as nowadays I no longer run five miles a day. Why be surprised at it, Dr Gray?

And, alas, we are sometimes boring. So we may be, but so are some university lecturers I have met—but not the ones on my OTTO course.

**PETER FLEET**  
Headteacher  
Castle Hills secondary school  
Gainsborough  
Lincolnshire

Stuck for an assembly? Not if you have . . .



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## FEATURES

## HUMANITIES

## Making up their minds

The last thing the social science faculty at Kingshorpe Upper school in Northampton wanted to do last year was to design their own mode three syllabus for the new General Certificate of Secondary Education. All they wanted was a good core humanities course, giving all students two GCSE certificates, like their old mode three O level and CSE.

But the Midland Examining Group would not allow its mode one integrated humanities syllabus - which Kingshorpe teachers say is a good adaptable "pick 'n' mix" course - to be stretched to two certificates. So it was back to the mode three drawing board, familiar to most Kingshorpe teachers.

As a result they are now doing a mode three course called, (rather oddly), "information systems". All students will take it alongside the MEG integrated humanities paper.

At Kingshorpe, students have no options before the sixth form: all study the same curriculum and all courses, including physical education and creative arts, lead to public exams. The prospectus proudly calls it "a citizen's education", and since its introduction, Kingshorpe has become more and more popular with parents.

Getting the information studies course approved last year was something of a cliffhanger. "They kept moving the goalposts and deadlines without telling the schools," said Steve Johnson, who was director of social science at the school and negotiated the mode three course.

The experienced Kingshorpe hands were careful to approach two exam groups with the syllabus (both finally approved it), and to have another more conventional proposal up their sleeve in case their favourite fell at the last fence.

The course is designed to introduce students to the variety of sources of information available to them. It aims to teach them to collect, analyze, evaluate, and communicate information. It is largely about skills - using books and maps, handling and constructing computer databases, evaluating statistical and documentary evidence, and designing simple research projects.

Much of the material was in the old Kingshorpe course. But the GCSE gave a chance for rethinking. "We brought in our experience with the Technical and Vocational Education Initiative, where we tried more adventurous teaching styles and students were more accountable for their work," Steve Johnson said.

The most difficult thing for teachers was to learn to handle computer databases. Hardware was no problem - the faculty has its own computer network - but neither students or teachers were well-prepared for the work. As part of an introductory module called "techniques of research", all students have to use a prepared database built round census material: in their second year, they will have to construct their own database.

The continuous assessment and internal moderation demanded by the course are no problem - the assessment load is lighter for the GCSE than it was for the old mode three CSE, where every piece of work was assessed. "Some students used to reach a fantastic standard for hundreds of pages of work," said Alec Wood, acting head of the faculty. Now, with GCSE, the assignments have a length limit.

One term into the course, students' opinions ranged from "a bit boring" to "a good way of going about things". Most seemed to have enjoyed doing a small observation study after discussion of the merits and shortcomings of different social science research techniques. Small groups had spent a short time observing in schools, a magistrates' court and a football ground - and were surprised how much they could find out. "We want to make them see that their ideas are valid and worth developing," said a teacher.

Besides the work on research techniques, the course includes a look at the uses and abuses of statistics, a comparison of landscapes (involving field trips), and a discussion on advertising and censorship. As much work as possible is based on taking students out, to museums and the public library, though the logistics of staffing and the timetable make it impossible to go out as much as the teachers would like. All students do some community work and work experience during the course.

"A large part of the course is saying to students: 'You do it,'" Steve Johnson said. "We've got to give them, the skills of finding and evaluating information - if we don't, the country will be on the way to totalitarianism."



At Kingshorpe (top), students are introduced to a variety of sources. Cardinal Wiseman school fought the board for exercise books instead of folders.

## All their own work

Mode three lives on under the GCSE. Virginia Makins looks at two schemes in the Midlands.

When the GCSE came in, the mathematics department of Cardinal Wiseman school in Birmingham were determined to keep a course where results were based entirely on continuous assessment.

Their experience with a mode three CSE had convinced them that the immediate feedback and steady demands of a course where all work counted in the final result, did help motivate students who did not take easily to mathematics.

They also wanted to preserve a high practical content. Nigel Gregory, head of maths, explains: "By practical, I don't mean cutting up pieces of card, I mean everyday use in the real world."

So the school negotiated with the Southern Examining Group for a new limited grade mode three GCSE full of the mathematics of everyday life - pay slips and tax and PAYE, house purchase and mortgages, car running costs, insurance, telephone bills and the like. An important aim is "to benefit candidates when they leave school in dealing with life in general".

The course is divided into four sections. Students start with a term of statistics. They then do one term of "money management" - all heavily practical, in Nigel Gregory's definition, two terms of general mathematics, and a final term with more money management.

Each term they do two tests under exam conditions, using their previous work for reference if they want to, and an annual test. But the week-to-week work counts for 60 per cent of the final grade.

At present the top grade is a C, but the school hopes that may change so students who do particularly well can be awarded higher grades. Some pupils improve quickly when they find the

## MATHS

## The pride and the practical

work relevant and interesting. Teachers are full of success stories of students in remedial maths groups in their third year, but now achieving high grades.

The 15 or 20 per cent of students who would have taken O-level follow a more conventional mode one GCSE, but their course still allows practical projects similar to those done by the mode three groups. Nigel Gregory says they may extend the mode three and scrap the mode one for the ablest students, "but not until we're sure that the mode three is suitable for them".

The school is conventional in its organization and does a lot of setting from the first year. Even the limited grade mode three GCSE is to some extent set, with the ablest in one class and three other "mixed ability" classes.

By the end of the course the students have filled about seven fat exercise books with amazingly neat work. Presentation is immaculate: we don't have to mark at them, said a teacher. The school

had to fight for exercise books - the board wanted loose-leaf folders.

But the students take great pride in their books, and come to get the ones on money management when the exam is over to keep as reference books for later life.

When I was there one group was working on car maintenance costs, with questions about how garages handle the cost of MOT tests and subsequent repairs. Whatever the topic, the pupils are encouraged to get the data for themselves from local businesses and advertisements, collecting information on house prices, the costs of car maintenance, repairs and MOT tests, or home decorating.

Wherever possible, the work is topical: earlier this year the pupils worked out how many units of electricity old people could buy for their extra £5, and how much heat that would provide.

The lessons start with a lot of discussion - the ones I saw contributed as much to practical ones I saw as to mathematics - and general knowledge as to mathematics - and students then settle down to a set of questions on the board, with teachers marking and discussing mistakes as they go along. "Once you've discussed the questions, you get plenty of time to mark and think in the lesson," said John Burton, a maths teacher.

"If you stage it right, when they get to the difficult questions they seem just as easy. The pupils get instant success, and you can pick up their mistakes on the spot. Some of them make major breakthroughs, and tackle the complex questions." A fifth-year boy who is now heading a CSE grade one after being in the remedial group in his third year confirmed this: "It's good because the work is easy and teachers explain it really well," he said.

## Whistle a happy tune

Annual parents' meetings - another exercise in giving the appearance of effectiveness, Gerald Haigh suggests

I am common with most amateur musicians I have this recurrent nightmare in which I am standing before a crowded hall about to perform the chief solo part in a work with which I am entirely unfamiliar. And the lather in which I awake is always enhanced by the thought that, given the cursory way I deal with my correspondence and my diary, there is an ever-present likelihood of it all coming true.

Of course, if it does happen, various escape routes will be available, chief among them being sudden and incapacitating food-poisoning. I might even end up with a standing ovation for demonstrating traditional show-biz pluck - "Unfortunately I am not up to the St Matthew Passion, so here is a selection from Carols.".

When I consider my school governors, however, I realize that they stand in imminent danger of living out the dream for real, in circumstances where neither indigestion nor mass hysteria will suffice as an excuse. More than one chairman of governors will wish, during the coming months, to emulate the young defendant in a recent trial who, on being asked for a final word before sentencing, pulled out a packet of Players and intoned into it, "Beam me up, Scotty!"

The problem is, of course, that the job of being a school governor has taken a quantum leap under the very feet of those who willingly gave themselves to the task as a recently as a year ago. Suddenly, there is weighty responsibility and public accountability, and all too little time to get



ready for it.

"It is absolutely vital," I said to our chairman recently, "that the governors should know in detail what is going on in their school. We do not want a public meeting at which all questions are referred to the head for an answer."

I had in mind that governors would come regularly and freely into school, walking round, talking to teachers, non-teaching staff, parents and children, and generally getting under the skin of the place. Then they would be in my room with penetrating questions about tables, spelling, sex education, discipline, instrumental tuition and flaking paint. Things they were

unhappy about would surface and be explained or resolved.

Well, of course, if you are the rector, and you can re-schedule a meeting here and a visit there, then perhaps you can get into school two or three times a week. And if you are a retired public transport supervisor, then you can get in more often. You might even have time to join in a religious education lesson, or explain to a county adviser how being in charge of the bus service has provided plenty of practice in being shot at. And you might use your knowledge of the local area to talk quietly with staff about the roots of some of the school's social and disciplinary problems.

## Private means

Chris Taylor looks at the way independent schools select staff

Teachers who apply for posts in both independent and maintained schools often notice significant differences in the way the selection processes are organized. While panel interviews are the norm in maintained schools, my research into staff selection procedures in 80 independent schools advertised in *The TES* revealed that over half (53 per cent) of the heads interviewed candidates on their own for all posts, while only 19 per cent always interviewed as part of a panel.

School governors, members of the education committee and education officers often play an important role in the appointments procedures in independent schools. The responsibility for appointing new staff in independent schools is usually delegated to the head alone with governors playing little part in appointments below the seniority of deputy head, though head-teachers do usually invite other members of their staff to assist in the selection process.

At the time of my research, however, only 19 per cent of the heads interviewed candidates on their own for all posts, while only 19 per cent always interviewed as part of a panel.

schools, and such discussions often take place while the deputy head and head of department are showing candidates round the school. Comments from staff are then communicated to the head and taken into account when evaluating candidates, though the final decision rests with the head.

Some research into appointments made by the Civil Service Selection Board in 1977 suggested that such a combination of informal one-to-one discussions together with a formal interview (either individual or panel) often constitutes the most efficient selection procedure.

In maintained schools, local authority officials usually play an important part in placing advertisements, preparing the "further details", and short-listing candidates. In independent schools the head is solely responsible for these tasks but the overwhelming majority (90 per cent) of those approached asked other staff to assist in drawing up job specifications and advertisements while deputy heads and heads of departments played an important role in short-listing candidates.

Where panel interviews were held in independent schools, deputy heads and heads of departments were both present in over half the cases. In contrast, the research by Brian Measures reported in *The TES* (January 31 1986) found that only half of the heads of maintained schools involved other staff in the selection process.

Independent schools advertise more of their posts externally than maintained schools; 77 per cent of the independent schools advertised all their posts in the press, while many local authorities advertise some of their vacant posts within the authority. In addition to *The TES* and local newspapers, other publications were frequently used including *Rowing* and the *Church Times*.

Only 9 per cent of the independent schools made use of the application forms that most maintained schools use. Half the independent heads had experienced a lack of sufficient information about candidates, yet none had stipulated the information

to be included in a curriculum vitae. Where application forms were used, these were sometimes badly designed, with insufficient space for information such as qualifications and courses attended. Others requested irrelevant information such as details of primary education and O level passes.

Many independent heads also complained of a lack of relevant information when receiving confidential references, yet only 64 per cent of the heads asked for specific items of information to be included, and not one made use of a structured reference form to obtain similar information about each candidate.

Maintained schools make far more use of hidden meanings and "code" when writing references. The Open University's POST project, which looked into the appointment of head teachers, reported that hidden codes were widely used in local authorities but only 19 per cent of the independent heads adopted this practice, and many were quite ignorant of its existence. Not surprisingly, perhaps, all but one of the independent heads had used the telephone to supplement confidential information in the curriculum vitae and written references.

When arranging interview times, independent schools usually go out of their way to suit the convenience of the candidates, who frequently have further to travel than for L.E.A. interviews. Almost every independent school (94 per cent) approached made arrangements for candidates to meet future colleagues, while the whole interview procedure often lasted for a whole or a half-day.

Most local authorities make an appointment on the spot while the interview panel is still present. Independent heads usually offer the post subsequently by letter or by telephone; only 9 per cent expected candidates to accept a post at the time of the interview.

The selection procedures in independent schools were not always satisfactory, however, from the candidates' point of view. It was evident that applicants, particularly those who were not

Supposing, though, that you are not a retired transport worker, but an active one? Suppose you are a computer technician working long hours? Or a social worker? Or a house head in another school? How then do you drop regularly into school for a protracted visit?

Of course, some local authorities and other agencies are providing courses for governors. Given, though, that most candidates will only be available in the evenings, and given the numbers involved, it becomes obvious that only a tiny minority of school governors will ever be "trained" - and even then, it seems to me that no amount of evening instruction will be satisfactory unless there is also a programme of working day visits to a number of schools. What we are now faced with in our education system is a huge body of willing, concerned and interested school governors who have faithfully accepted from the government all manner of far-reaching responsibilities and yet are being entirely unsupported by any kind of effective preparation.

What is clearly needed, I suggest, is that governors be awarded the status and support given, say, to magistrates. A person appointed to the bench steps up to a position of status, dignity and influence which is firmly supported by law.

**'If magistrates are taken to visit prisons, you feel that governors might be taken to visit schools'**

Before being allowed to sit, a magistrate attends a training course which includes a residential component. The bench is legally and clerically supported and advised. Wages lost in attending court are made up from public funds. A society seeking a properly representative and democratic legal system could hardly settle for less.

Quite simply, if it is within the Government's philosophy that governors should become effective local arbiters and leaders within education, then they should provide the means for it to happen. Or as one governor suggested to me, "If magistrates are taken to visit prisons, you feel that governors might be taken to visit schools".

I will do my best to help my governors, but I cannot get them time off work, or pay them expenses or, indeed, easily release my colleagues to talk to them. Together, though, we will do our best, for the sake of the children and families who depend on us. The transport worker will come in on his afternoon off. The computer technician will take a day of his holiday. One way or another, something will happen, and the policy will be given the appearance of effectiveness. All of us in education have had lots of practice in this, which is why the service is merely on its knees and not flat on its back.

Gerald Haigh is head of Henry Bellairs CE Middle School, Nuneaton

available for many posts, while an analysis of the particulars supplied for 20 posts advertised in *The TES* showed that these made little reference to class size, homework policy, examination procedures, marking and preparation, or curriculum development.

Willingness to participate in extra-curricular activities was stressed in 80 per cent of all these cases, but pastoral or boarding duties were only mentioned in 25 per cent of the job specifications examined. Only half the particulars described the department or the resources available, while a more disturbing feature was the absence of any salary details for 35 per cent of these posts.

Independent schools are often more flexible than maintained schools in their salary arrangements and sometimes pay above national rates. But some indication of proposed minimum salary or salary range available would help potential candidates to assess their suitability.

Only a third of the candidates applying to independent schools were given a timetable for the interview day in advance, while a similar proportion were interviewed by the head before they had been given an opportunity to look round the school.

Only 15 per cent of candidates were invited to claim their expenses in advance of the formal interview. A quarter of the heads refused candidates' expenses if they withdrew.

The implication of this is that the candidate has wasted the school's money. But it could equally be that the shortcomings of the school have only been revealed to candidates at the interview. Withholding the expenses of *home side* candidates also fails to recognize the time and effort they have spent in making applications, and there is surely no justification for this practice to continue either in independent or in maintained schools.

Chris Taylor is head of Sheffield High School







## BOOKS IN CLASS

## Beyond the daffodils

New Angles 1 & 2. Compiled by John Foster.  
Oxford University Press £2.95 each. 0 19 833164 9/833165 7  
Spaceways. Compiled by John Foster.  
Oxford University Press £2.95. 0 19 276068 8. £5.95. 276066 4.

GCSE invites a flexibility in literature teaching which assumes that students will be able to read texts with little teacherly mediation. John Foster's *New Angles* anthologies of poems for 13 to 16-year-olds should encourage teachers and pupils to make the most of this opportunity as effectively, and as enjoyably, as anything on the market.

Mr Foster has a long reputation among English teachers for reliable recommendations of fiction for readers more or less alienated from school texts. Opening his suitcases of books with a cheerful grin at numbers meetings, he would advise us to try little-known works with titles like *My Friend Cheryl* and we know he'd read it, tried it with some of the customers and more than likely written it himself. These anthologies reveal Mr Foster in a subtler vein, but they still reflect his sure and sympathetic understanding of the interests and abilities of potential readers.

There is no support here for the schoolboy view, once reported by James Reeves, that poetry is 'all they nonny nonny and bloody daffodils'. All the material is contemporary (easy enough to supplement this with verse



ENGLISH

from other periods, if you wish). The majority of the poems have not been previously anthologized - indeed, judging by the entries in the Acknowledgements section, many of them have not yet appeared in slim volumes. It's difficult now to avoid the liberal check-list; yes, there are many women poets (for example, Liz Lochhead, Pamela Gillman, Fran Landesman, Vicki Feaver) and there's your John Agard, James Berry and Valerie Bloom. However, there is nothing heroic or calculating about the selection: it seems nicely balanced for readers in contemporary Britain.

In arranging the poems, Mr Foster has taken account of the possible movement of a reader around an anthology (difficult though that is). There are no sections signposted "War", or "The Seasons" etc, but one poem does hook on to the next in a way that is unobtrusively artful rather than contrived. The reader moves from, say, immigration to questionnaires to anonymity to identity (Agard's "Checking Out Me History") to slavery to inhuman experiments to

Greenham to the Falklands. Sometimes the link in the chain is no more than a phrase or two - whether these links are *consciously* perceived by readers seems unimportant. A teacher could confidently ask students to choose a run of three or four poems which they'd like to work on further. And many students really should be able to read these poems on their own. The language is always accessible but the selection never descends to the jolly or the "instant": some poems make their point sharply, others ask for a more reflective reading. The illustrations (line drawings and photographs) enhance the books without being obtrusive.

Design has played a much larger part in the creation of another Foster anthology, *Spaceways*. This is for a younger age group and again largely consists of material which, as far as my knowledge goes, has not been previously anthologized. Teachers with sufficient funds would be glad of a few copies for the library or the class poetry box to meet the particular interests of space enthusiasts. There are attractive brightly coloured pages and photographs and entertaining illustrations which often owe more to comics than to Space Encyclopaedias. Given the range of colour printing in *Spaceways* and the permission fees for some 90 poems in each of the three anthologies, Oxford have done remarkably well to produce them at under £3 apiece.

Geoff Fox

## The enemy is us

You'll Love This Stuff! Selected by Morag Styles.  
Cambridge University Press £4.95. 0 521 32130 1. £2.95. 32175 2.  
One World Poets, 0435 10468 3; Living Together, 10469 1; Moving On, 10470 5; Growing Up, 10471 3. All edited by Rhodri Jones.  
Heinemann Educational £2.50 each.

Of some multicultural anthologists it can be said that they succumb to an obvious temptation. Meaning to show that the world is a ragbag, they produce books that are ragbags. Instead of richness, what they seem to point to is confusion.

Neither Rhodri Jones's series nor Morag Styles's selection makes that mistake. They are thoughtfully arranged, and they balance this with that: especially older traditions of writing with newer ones. The worst thing about *You'll Love This Stuff!* is the title: guaranteed, surely, to generate resistance in any self-respecting young reader. It is, in fact, an enjoyable collection. The poems have been arranged according to seven themes which give the anthology the air of order it requires. In fact these poems live happily together, 114 of them from over 40 countries, because they are well-chosen.

A real sense is created of the simultaneous great similarity and enormous difference of poems that are the work of poets of widely different status, who come from opposite ends of the world or of history. "If I for one second think / Of Professor Dood-wright's grimmer, / straight away my tongue grows thick / and I start to spit and stammer." That's Robin Skelton's



Cadbury's Fourth Book of Children's Poetry is now available from Beaver Books (£1.95. To be reviewed). The book is illustrated with exhibits from Cadbury's National Exhibition of Children's Art, above: Harmondia Player-Michael Salvage, 17.

translation of a Greek epigram. "My teacher is like a battle tank / Roaring at the enemy / The enemy is us / And the roaring is the lessons." That's a modern epigram by a schoolchild from Britain.

The Caribbean is thoroughly raided (explanations of the dialect words not marring the text, but given in a glossary at the end), and so are Africa and South America. Europe is not, as so often, cold-shouldered: a dozen

languages from the continent are represented. In translation of course; and the only curiosity of the compiler's preface is that she claims that something is gained by translations as well as lost. I'd like to know what that is. Those all read well, but have that faint, honourably secondhand tone to be found, surely, in all but the most remarkable translations.

Rhodri Jones's aim is "to bring into British classrooms the diverse voices and 'melodies' of English from the work of a wide range of English-speaking writers." *Moving On* is, perhaps inevitably, the most affecting of the books: for here are 24 writers concerned with migration and exile. They run from Olaudah Equiano, the 18th-century Nigerian taken as a slave to America, by way of the marvelously funny Sam Selvon to Henry Lawson, that beautiful and sensitive drunkard and early Australian patriot.

Like Morag Styles, Rhodri Jones has fished with a large and adventurous net. Interestingly he confines his poems to 10, on the grounds that it's a good thing to have a full taste of each; they include not only the marvelous Caribbeanes, Brathwaite and Walcott, but also, less obviously William Plomer and the New Zealand poet, James K Baxter. The suggestions for writing and discussion are broad and stimulating.

This is an excellent series and, in *Living Together*, will give teachers and classes an opportunity to discuss, besides the multicultural matter, the making, and judgement, of television plays.

Edward Blishen

## Wide angle

Words and Beyond. By P Moss, R Zubrinich, D Homer and A Woolton.  
Heinemann Education £3.50. 0 435 10630 9.

Two features redeem *Words and Beyond* and lift it above ordinariness. The first is the breadth of its conception of the term English. Though the book itself (the first of a series of three) resembles many another limp-covered, English-format textbook, the exercises and work suggestions it contains will have a certain appeal to teachers still 'chary' of the traditional

highly-structured approach to English teaching.

There are games and sensible, imaginative ideas - such as for keeping an "Ideas Book" - all dedicated to the aim of making pupils "practised and experienced writers and readers". This is the book's overall object and, although many of its extracts and exercises betray its Australian origin ("Write a list of Australian animals and birds..."), its refreshing ranginess might still make it useful in GCSE syllabuses.

Succeeding volumes broaden the scope still further and include work on the mass media, but even the first goes far beyond mere comprehension and story-writing. "Collect-a-Rumour" and a follow-up oral exercise called "Pass the Rumour" as well as a section

on the creative distortion of truth both encourage an interest in informal language usage and provide obvious starting-points for further work.

The second special feature about *Words and Beyond* is its final chapter. It consists of 15 handwritten pages of diary entries, documents which outline the life of an old woman. Using the skills they have picked up from earlier chapters, pupils are asked to use them to write the woman's biography: an engaging and valuable project for secondary classes of any age. The pages are specifically labelled copyright-free; and although one really can't do such things, it is tempting to suggest that schools with a photocopy should buy a single copy of the book just to get hold of them.

Hugh Davis

## CHILDREN'S LITERATURE

## Call of the Wild

Outside the warm spotlight of the child's world lurks the Wild: ghouls, ghosts, long-legged beasts, fierce bad wolves - but also, free spontaneous reality, unmediated by adults. The words "wild animals" still can thrill the grown-up viewer of nature programmes; how much more so the pre-school child on the verge of civilization. Bob Graham in *The Wild* (Blackie £6.50) makes neat use of this fascination. His hero Russell is reading "Return to the Wild" whilst one by one his frog, rabbit, duck and tortoise slip out of the cosy lamp-lit world of the house and back into the wild themselves. Will they be all right? Anxiety wars with the knowledge that "the Duck needs more space. It needs the Wild. And that starts at the garden fence".

The Wild is even nearer in *Annie and the Wild Animals* (Hodder £5.95). It's just outside the front door. When her cat disappears, Annie tries to make friends with the animals in the surrounding woods. Most exquisitely drawn and illustrated by Jan Brett, with borders like Icelandic tapestries or carvings framing the snowy pictures, this tale combines pathos and pleasure as the benign force of spring brings the cat back with her kittens. In so many children's books, animals seem to glow with more life than human beings: Nan Bodsworth's Don't Touch that Kangaroo! (Blackie £6.95) lampoons Sarah's fussy aunt in Sarah's technicolour dreams of leaping with orange kangaroos, riding on purple zebras or struggling up to blue ducklings. The aunt gets her comeuppance, and Sarah, liberated by a messy monkey, gets to feed the lion cubs. Paradoxically, the wild which threatened to lose Annie in her Nordic cabin is full of allure for Sarah in her Australian zoo. There is a lot of fun to be had in danger, of course. What Thomas Did (Methuen £4.95) by Mark Burgess also dares adult prohibitions - pulling the elephant's trunk, hugging the grizzly bear - but this time it is Thomas who gets his comeuppance, feeding the

blue whale (get it?). Hilarious pictures make this a must for group reading. When animals themselves become protagonists the story can move further into fantasy. Rodney Rat and the Sneaky Weasel Gang by Michelle Forster and Graeme Kyle (Hodder £6.95) follows the intrepid Rodney in comic-book style as he ventures into a dark wood in search of the weasel who stole his ring. Especially aimed at beginning readers the pace is furious and good triumphs. In contrast *Where is Monkey?* by Dieter Schubert (Hutchinson £5.95) is a lyrical picture book which traces the adventures of a lost toy monkey from the park through rabbit holes, hedgehog dances, jack-daws' nest and fishpond and back to the arms of a little boy. No text, but masses of natural detail and lots of emotion for eliciting speech from slow talkers.

For the more loquacious, Tony Row has revamped a classic tale of fish blarney in *Stone Soup* (Andersen £4.95). The hen and the wolf who bargain over the stone in the soup form a comic duo and the old trick well delight children of four-plus. Equally amusing is Wilson Gage's New England-flavoured *Mrs Gaddy and the Fast-Growing Vine* (Bodley £4.95). Witty illustrated by Maylin Halper, the look is in a Reader series (Bodley begins) but utterly escapes its usual monotony and, in fact, uses its repetition to enhance the sense of futile struggle of Mrs Gaddy against her vine.

The wild contains not only ravaging wolves and smothering vines but also noble savages. Long Tooth and Tiny Tusks (Methuen £4.95) is a tale of the most noble beast, the elephant. Ron Hanna's touching story tells how the herd and youngest elephants save the herd from poachers. Deborah King's *Swamp* (Cape £5.95) is a more straightforward natural history in text but the pastel drawings are alight with a mythical almost Wordsworthian sense of beauty.

There are also randomly powerful aspects to the wild, as Svend Otto's *Avanachel* (Pelham £4.95) makes clear. Partly a warning tale for young skiers, it is also a heart-warming rescue with a touch of menace, unlike Laurie Lattin-Ehlers' *Canoelink* (Picture Book Studio £5.95). Here Ivan Gantchev's blocks of wash-colour match the androgyne text, more like a musing on dusk than a revelation of the Other. The task for children emerging into the world of books and school is to control by recognizing differentiation, not to merge in contemplation: this is what makes this theme of the Wild so successful in so many of the books here discussed.

Victoria Neumark

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## ARTS

Competition No 87.  
Report by Scylla.  
You were asked to write 12 lines of verse in the style of any poet of the Romantic period and to include as many newspaper titles as possible.

Soon after the competition appeared I began to wonder whether twice a month was too much for you, for a few entries tickled in, some too long, some not in "Romantic" vein, one or two, alas, not scanning. Some of you were trying to pack in too many titles at the expense of the verse.

But soon my fears were proved groundless: "mid-monthers" were as good as "early-monthers" - they were just a little more tardy. Decision-making soon took the place of despair, and though this proved difficult, it was more rewarding.

First the near misses. Sylvia Fairley captured the Romantic style well and Martin Berry, wishing for 14 lines so he could write a sonnet, wrote 12 very good ones. Audrey Bradshaw also deserves a mention. I enjoyed Bridget Loney's visions of TESS (TES Scotland) who

... in the magic mirror of her mind,

Visions of other times today shall find;

A tribune, guardian of the people, meets

A worker toiling 'neath the morning star;

An independent Scotsman, mail-clad, greets

A herald... etc.

£8 for her 19 titles. £8 too to Michael King Macdonald's "To a Carrier Pigeon", which contained these lines:

Thou wast not born for cage,

Intrepid bird!

But tak' st, 'neath Sun and Morning Star, thy flight

To bring Express the Observer's written word,

News of the World upon thy leg held tight.

Quite Independent of the Mail's delay,

Collection Times and Telegraph's decline,

Thou bear'st to London Daily News, on high

O'er Mirror'd lakes and woods of Standard pine.

Brave Guardian! Bright Star!

Michael King Macdonald

and to Alanna Blake for two very good stanzas:

Observer of the Morning Star,  
O knight-at-arms, who all these?

In the lake's Mirror gleams the Sun  
And silence hails thee.

I heard a Northern Echo clear,  
A Herald 'twas, of sorrow;

News of the World it spoke Today -  
Of Death to-morrow.  
Alanna Blake

£10 each to Bill Greenwell and D A Prince and £12 to Frank McDonald:

She dwelt, an independent Maid,  
A guardian of her spa.  
Near which the people rarely strayed:  
No observer saw her star.

A mirror hid beneath the furze,  
A standard shy but proud.  
News of the world was seldom hers;  
Her sun was wrapped in cloud.

Her times were private; few could grieve

Her yesterday today -

But Death, her herald, bade her leave,  
Whilst I express dismay!

Bill Greenwell

No, no, trust not the sun nor morning star,

Nor independent planet's horoscope:  
Scan not the tea-leaves, throw the cards afar,

Nor let old people chicken entrails grope.

Let not observers of the times declare  
From casting runes, from flocks of birds, or smoke,

Today will herald news worth much reflection

Or mirror what the future weeks will share.

Alone our iron guardian at the stroke  
Will fix her date upon the next election.

D A Prince

Lucy

She lived in most unfriendly times  
Beside the springs of Dove.

A maid whom people would not praise  
Nor would observers love.

A violet by a mossy stone  
Half hidden from the sun,

Fair as the morning star was she  
When every cloud has gone.

News of the world ne'er reached her place

By phone nor telegraph.

Only the mirror on her wall  
Showed Lucy how to laugh.

Frank McDonald

Competition No 89. Set by Polyphemus

Schools can be passionate places. And

teacher/pupil relationships can be very

powerful. Poems, please in celebration

of this fact. You are invited to write a

rhyming, alliterative poem (at least

one alliteration per line) in which a

teacher expresses a strong attitude

toward a pupil, or, conversely, a pupil

expresses a strong attitude toward a

teacher. Nine lines maximum. Closing

date, May 27.

## Television

## Sure-fire uncertainties

"Alana Vassiliou was only a teenager when she appeared in the Eurovision Song Contest in 1981," announced the Belgian presenter (BBC1, May 9). "Then she took up music seriously. And look where it got her, you might have thought as the results of the national juries trickled in. Whatever criterion they use, it is surely not to do with taking music seriously."

Otherwise, there is little that one can safely assume. The verdict of the local elections seemed to promise a runaway Tory victory on June 11, with an honourable mention for the Alliance, and Labour zero points. But a Week in Politics (Channel 4 May 8) had a word with a computer and predicted a much closer result. *Hoola-hoola*, *hey-ding-a-ding*, sang the hopefuls in Brussels, sounding like talent night at the local and evoking a time before serious processors took up politics seriously, when the swingometer reputedly revealed the state of the art in television punditry.

Last October, the Government's AIDS campaign was said to be doing too little, too late, but this belief was challenged on a one-year review, for the news of a one-year review, but surely did not expect to be preempted by Kenneth Baker's change of heart on the closure of rural schools. With little left to protest about, the programme became an affectionate portrait of the teacher, Kathleen Robertson, and a dame-school environment recalling the precursors to those 19th-century board schools described by Bamber Gascoigne in *Victorian Values* (TV, May 6).

Lost Belongings (ITV, Tuesdays Change 4, Saturdays) is turning out well, though this week's episode (May

health service threaten provision for those farly in need. One doctor went so far as to suggest that there is little risk, even in the longer term, of an AIDS epidemic among heterosexuals in Europe. What most worries the well, perhaps, is "expert" opinion contradicting other "expert" opinion.

As for statistics, they can prove anything, as we saw on *The Education Programme* (BBC2, May 8) when Ted Wragge and Kenneth Baker confronted each other's figures for capital expenditure on schools. "I'm sorry, the figure is wrong," said Mr Baker (not sounding at all sorry about it) as he produced evidence from the invited panel and a film report showing leaky roofs and shared equipment in a Lancashire comprehensive. "They don't believe you, Mr Baker," protested Sarah Kennedy, "they don't believe you".

First Tuesday (ITV, May 3), waving its banner for the village school as Ardentinny, might have braced itself for the news of a one-year review, but surely did not expect to be preempted by Kenneth Baker's change of heart on the closure of rural schools. With little left to protest about, the programme became an affectionate portrait of the teacher, Kathleen Robertson, and a dame-school environment recalling the precursors to those 19th-century board schools described by Bamber Gascoigne in *Victorian Values* (TV, May 6).

Lost Belongings (ITV, Tuesdays Change 4, Saturdays) is turning out well, though this week's episode (May



## One-man platform

'Britain is not ready for a black star': Hugh Davis talks to Ruddy L Davis

"I know - chain me to the railings and get some white man to whip me..." Understandably perhaps, there was an uneasy edge to Ruddy L Davis's humour as he posed for *The TES* photographer on the South Bank last week. He is currently the only black actor in the National Theatre company, and that very morning the papers had been full of Mr F W Botha's triumph in South Africa's whites-only election.

But the sun was shining and Davis adamant that his comment was just a joke. "I am not political; at the end of the day I'm involved in educating myself and the people I meet," he said later. "I was born in Jamaica, but until I came to this country and started going to libraries I'd never heard about Marcus Garvey or Chaka or Toussaint l'Ouverture."

His discovery of all three was crucial: "It made me feel like a man. I suddenly realized that there were black heroes - although I had to come to England to find them." He grinned, remembering the irony of it all, but that was to be only the first of many ironic contradictions which would mark his career.

Eighteen years in "the business", which he insists is just a job and no high-falutin' vocation, he has been happy to play "token" roles in *Crossroads* and seasons at some of the country's best regional theatres. "I'm not Rudolph Walker and I work bloody hard", he admitted. "Britain is not ready for a black star yet; probably not for another 10 years."

He is not even sure he wants the role, if and when it comes. Yes, of course he would like a crack at Othello; but even a contract at the National and what a good many white actors would regard as both security and the acceptance of his peers have left him somehow unsatisfied. He is on the South Bank for as long as *Three Men on a Horse* remains in the repertoire, stubbornly insisting that being a "National Theatre player" is just another job - and pouring all his doubts and reservations about the whole white-oriented cultural shebang called Art into a one-man platform performance.

It comes as no surprise to discover that *That Most Beautiful Delirium* was

his idea all along. Sitting in libraries reading up on black heroes made him curious about the career of Toussaint l'Ouverture; a word with a sympathetic friend, the Bristol writer Susan Carlton, gave him a script he could get his teeth into. In 45 minutes it not only runs through the key events in Toussaint's life, it also questions the position of an educated black man in Britain today. There are no histrionics and precious few moments of speechifying as Davis voices the doubts of Gillpatrick Jones, an Oxford economist-turned-actor who is preparing to play the "black Napoleon".

Was he really "a roast breadcrumb - black on the outside but white within"? If so, isn't Gillpatrick himself equally guilty? Like ripples, the ironies spread wider and wider, inevitably engulfing Ruddy L Davis and, he hopes, the predominantly white National Theatre audience. They too, he feels, could do worse than go back to the library.

That Most Beautiful Delirium: Cottesloe Theatre Platform Performance at 6.00pm tonight and May 18.

## Music

## Fighting the dream

The interim report on the first year of the innovative Music Performance and Communication Skills Project, now established as an option for third, fourth year and postgraduate students at the Guildhall School of Music and Drama, has just been published.

Its title, *Working Dreams*, derives from a comment of one of the students whose views make up two thirds of the evaluation study undertaken by the University of East Anglia Centre for Applied Research in Education. The student had opted for a place on the opera course in preference to a second year of MPSC. As he told the director of the Project, Peter Renshaw, "You're not just fighting the institution, you're fighting the dream".

Press coverage has tended to emphasize the struggles of Renshaw, visionary ex-head of the Menhain School, to break away from the traditional confines of the conservatoire and bring the cloistered, supposedly inarticulate music student down from his or her ivory tower into the wide world of schools, hospitals and even prisons. The evaluation study goes some way towards putting the Guildhall's point of view, and the positive part it has played in hosting the Project. And if the course, at least at present, has failed to become the new approach to conservatoire education that its initiator might have wished, it must surely survive as a compulsory part of the training of all musicians aiming for a career in community work.

may well be crucial in determining the future of MPSC. The report documents the tensions arising from the demands of conventional training and the emotional pressures of outreach work. Such problems, far from inadequately articulated, are set against the positive aspects of the course: the student who felt that music college had failed her and now works virtually full time for the Project; the dawning realization that "We're not going to walk into ensembles - so we might as well do something where we can use our skill".

No one seems quite sure of the significance of the meeting of the two cultures - the elitist world of the conservatoire and the harsh reality of a south-east London community - on stage at the Albany Empire, Deptford. But at least there is no attempt to cover up doubts and anxieties with well-meaning blandishments. The report is visually seductive with no expense spared on graphics. It is rambling yet honest, inconclusive and oddly compulsive. Despite Peter Renshaw's contention that music education is ready for a change MPSC remains very much at the experimental stage. In the words of one of the sponsors, it's case of "Allegro ma non troppo".

Philippa Davidson

Working Dreams, Innovation in a Conservatoire, by Saville Kusch is available from C.A.R.E. Publications, University of East Anglia, Norwich NR4 7TJ. £5.95 incl p&p.

The view of the students themselves



# Museum pieces

Rosmerholm. By Henrik Ibsen. National (Cottesloe) Theatre. Canaries Sometimes Sing. By Frederick Lonsdale. Albery Theatre. The Mystery of Edwin Drood. A Musical by Rupert Holmes. Savoy Theatre. Mystère Bouffe. By Le Theatre Du Radeau. Almeida Theatre.

Frank McGuinness's "new version" of *Rosmerholm* fails to release it from its stifling 19th-century trappings. Try as he may, Ibsen's drama of suppression, spoiled marriage, the triumph of conservatism over radicalism, remains intractably bound in the theatrical conventions of the 1880s. Norwegian Pastor Rosmer's loss of religious faith; his guilty pursuit of "freedom" through love for Rebekka West who has caused his wife's suicide; their mystical marriage by a joint re-enactment of her death-leap into the mill race – all are played out in word and action through which we hear the gear levers shifting, the rattle of the play's machinery.

This mechanical force influences Sarah Pia Anderson's direction under which the actors speak in a curiously stilted way, assuming attitudes so true to period that images caught by the blink of an eye might be pictures of the original production in 1887. Roger Glossop's powerfully gloomy setting (a raked living-room, lined with ancestral portraits, looking out on a bleak fjord) and Mike Figgis' tortured music for strings seem perfectly to express

Ibsen's text, and complete an impression of a play immovably fixed in its own time. That it is more than a theatrical museum-piece is due to fine acting – especially from Robert Eddison's Brendel (expert casting) and Suzanne Bertish's soul-searching Rebekka.

Except for a few moments of inspired fun in Act Two, Lonsdale's *Canaries Sometimes Sing* might be more at home in London's new Theatre Museum. Daring in its day, using comedy for a serious social purpose in protesting against 1930s divorce laws, its mechanistic plotting, characterization and dialogue is what gave the "well-made play" a bad name. Act One opens with Geoffrey's long soliloquy to his pet canary relating the miseries of marriage to Anne. Anne arrives, true to description; ditto ducal-heir Ernest and wife Elma. Titillating suggestions of wife-swapping propel the action. Elma leaves Ernest; Geoffrey settles for Anne. Four experienced light-comedians, led by urbane Peter Bowler (Geoffrey) play with practised West-End glitter but there's nothing to it.

Nothing to *The Mystery of Edwin Drood*, "the solve-it-yourself musical", either: nothing except an enormous talented cast determined to succeed, beautiful picture-book scenery (Bob Shaw), splendid costumes (Lindsay W Davis) and assured slick direction (Wilford Leach).

"Suggested by" Dickens' unfinished novel, it follows his plot by way of "Dramatic Interludes" in a Victorian music hall entertainment chaired by Mr Cartwright (Ernie Wise). Where

Dickens' plot stops, so does the show while the audience applauds to designate "the real Datchery" and votes to determine the murderer's identity and the show's ending.

From first to last the cast works hard to build up audience involvement. With such delightful stage personalities as Paul Bentley (Bazzard), Phil Rose (Durdles), Martin Wimbush (Rev'd Crisparkle), Mark Ryan (Landless), Patti Cohenour (Rosa Bud), Julia Hills (Edwin Drood in dashing travesty) and Lulu (reveling in the slatternly Princess Puffin) we are won over. The music is unmemorable, but the melodramatic tale is told with thrilling stage-effects: transformations, shadow-play, a railway engine and an erotic fantasy-ballet in an Opium Den. Such sleight-of-hand does not deceive: *Drood* whole is less than its parts. But it's a good night out, full of innocent fun.

Touches of artful innocence mark Le Theatre Du Radeau's *Mystère Bouffe*. "From France", as the hand-bill-programme proclaims, it is art theatre at its artist. Four ragged clowns mumble their way through a surrealist, nonsense, an absurdist collage of images which, including Chagall's bride and groom, the Annunciation and (the only intelligible words) the Kyrie Eleison sung by corpses in three-part harmony. Directed by François Tanguy – responsible for the set combining corrugated iron, rough wood and bed-sheets – it was received in silence and greeted with slow hand-claps.

John James



The choir vault, Amiens Cathedral: an illustration from the revised third edition of H W Janson's *History of Art* (Thames and Hudson £25.00). This weighty tome is unusual in that it can be read through with pleasure rather than merely dipped into. Schools looking for the whole story of art in a single volume could justifiably settle for this.

John James

## Apprentice playwrights

Liverpool Playhouse Young Writers' Festival.

*The Cherry Blossom Tree*, a prize-winning play by 19-year-old Jonathan Harvey, opens at The Liverpool Playhouse Studio on May 21. It tells the story of a convent girl's turbulent awakening. The script promises not only a good night out at the theatre, but greater things to come.

The Playhouse supports new playwrights and two of its most celebrated apprentices, Alan Bleasdale and Jim Hinchinough, were among the judges of the theatre's first competition for young writers. About 100 scripts arrived on literary manager Hilary Salmon's desk from all over the North West. "We were delighted at the high

standard of work. The dialogue was generally very well written and the plays displayed a degree of warmth and optimism which some might find surprising."

Two plays were selected for full production and a further five are receiving rehearsed readings in the Playhouse Studio. A company of 10 actors have rehearsed the plays and their commitment was praised by youth theatre director Tony Mulholland. "As always with first plays, we needed to make some changes, but without losing the raw freshness. With writers present, it can be a delicate process but everyone was very supportive."

The runner-up was *The Warehouse* by Philip Dewhurst and Mark Scott, who wrote from experience about life

and trickery in a paint warehouse. The friendship of three young workers is challenged when one of them is unexpectedly promoted in a management plot to make the others resign, leaving vacancies to be filled by cheap labour through the YTS scheme. It's humorously told, and after a slow start on the first night the plot moved energetically forward. It looked good, too, the design by Sue Pearce assisting that feeling that we were not on theatre seats at all, but somehow comfortably seated on shelves among the brilliant white and the undercoat.

Judy Meewezen

For details of performances ring 051 709 8363.

## Sniffing for kicks

Paint Your Bedroom Black. Young Foundry, Pelsall Community School, Walsall.

"There were 161 deaths last year from glue sniffing... but that doesn't tell you about the cripples, the people going blind, the youngsters who have heart attacks..." said Caroline White, ex-sniffer, who is now taking part in this youth theatre production, mounted by Theatre Foundry.

Under the direction of Simon Lanson, *Paint Your Bedroom Black* is written and performed by those members of Young Foundry who have been through the trauma of trying to "come off glue". They are touring their play to schools in the hope that it will prevent other young people from having to go through the same experience.

The play, though uneven in quality, contains some strong scenes both in the writing and performance, particularly those between the two "sniffers", Wilf (Jimmy Dunn) and Spike, (Steve Page), which clearly illustrate two routes into addiction: one as a result of boredom and too much hyped-up energy looking for kicks, and the other as a result of the quieter boy, curious at his friend's stories of "brilliant effects", who takes the fatal step of "fall-right-throat just one sniff". The slow but steady deterioration of Wilf, the effect on his girlfriend and

his parents, and his eventual death, is the matter of the play, acted by the young cast with the natural confidence and vitality which comes with a complete understanding of the material.

Ann Fitzgerald

Details of the tour, which runs into June, can be had from Theatre Foundry. Tel: Darlaston (021) 526 6947.

## Forces

Play. By Samuel Beckett/Wild Sea, Wild Sea. By Eric Prince. North Riding College, Scarborough.

In a town strongly associated with the more accessible writing of Alan Ayckbourn, Scarborough's North Riding College offered an evening of challenging drama with its double-bill *Play* by Samuel Beckett and the premiere of *Wild Sea*, Wild Sea by Eric Prince, a drama lecturer at the college. Prince, who directed both plays, has been invited to present them at Utrecht School of Art's theatre festival this summer.

*Play* was competently delivered, the timing of dialogue and lighting impressively tight. Powerful and poignant, Prince's *Wild Sea*, Wild Sea, with its deliberate ambiguity and disregard for theatrical conventions of plot and structure, invited comparison with Beckett. The play, which explores the relationship between men and women and the forces of nature, succeeded in evoking a haunting dream-like quality, from within which the audience is

## On the Welfare

The Boys' Brigade Headquarters in Hexham, Northumberland have been the unlikely setting for a 10-day residential course on theatre received confederate of £300, performers and intensive practical training in the arts of street theatre. Most participants were sponsored by small-scale touring companies who can expect their stock of capabilities to flourish. The organizers, Welfare State International, report that the success of this year's summer school – "the best yet" – represents the strongest argument for more practical in-service training for actors. Extra financial support came from the regional and national associations.

Chris Bulman



Next Wednesday at 2.30pm Ballet Rambert will offer a special introductory Matinee, with an illustrated talk by artistic director Richard Alston, and two short ballets performed in their entirety: Duetful Ducks (in which Gary Lambert stars above) and Night of The Waning Moon. Schools are especially welcome, but the event is targeted more widely; seats are £3.00, or, from this week, two for the price of one at £1.50.

## Cover-up

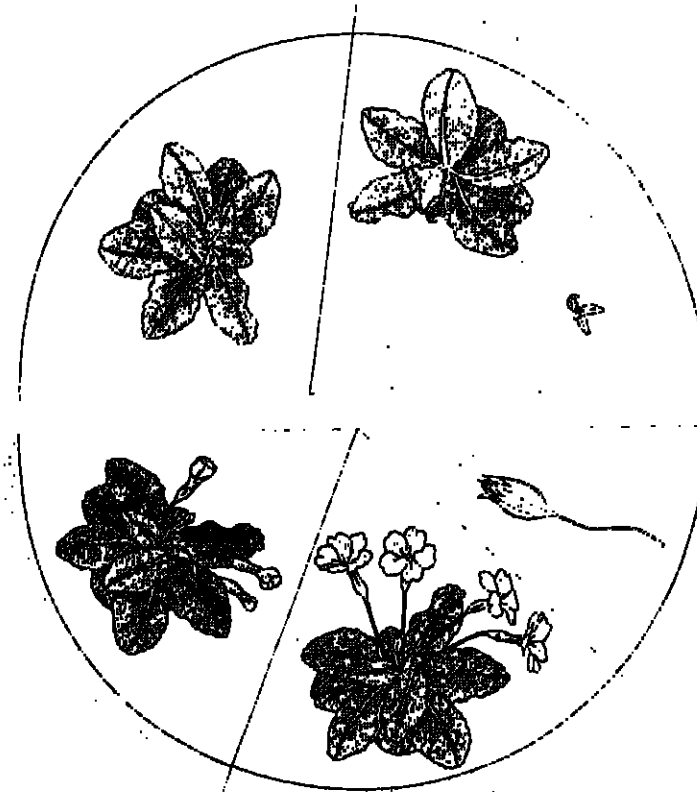
Minna Von Barnhelm, or, The Discharged Officer. By G E Lessing in E Bell's 1888 translation. Young Vic Studio.

As a companion piece to their production of Lessing's tragedy *Emilia Galotti*, the p.c. group has undertaken the arguably more daunting task of reviving this comedy. With its elaborate and complex plot, the seemingly magnificent Tellheim is in fact unable either to give or to receive with generosity, whether it be love or money. While his probity is in question after army funds are discovered missing, he feels it impossible to accept the love of his betrothed, Minna. Only when, after a

Ian Huish

# Spring has sprung

Wendy Body takes on topics for tots



Children at Play: Indoors and Outdoors. Price £8.80 and £11.45. E J Arnold. Conversation Pictures: Weddings and Festival Food. Price: £22.75 and £13.25 from E J Arnold. Little Learners. Price: £4.95 per kit, Letts, Diary House, Borough Road, London SE1 1DW. Take a Topic: Spring Life and Summer Sun. Price: £44.00. E J Arnold, Parkside Lane, Dewsbury Road, Leeds LS11 5TD.

You know spring is in the air, when a person's fancy turns lightly to thoughts of capitation and what's new in equipment publishing.

Two new resources for the multi-cultural classroom are provided by E J Arnold. *Children at Play* is two sets of 12-piece wooden jigsaws, Indoors (three puzzles) and Outdoors (four puzzles). The photographed scenes depict children from a variety of ethnic backgrounds playing in the snow, in the park, engaged in water play, playing a board game and drinking (this is play). Each set includes uncut photographs for reference, discussion or display. The jigsaw pieces are large enough both for young children and those with special needs and the puzzles are likely to generate quite a bit of language work.

The *Conversation Pictures: Weddings* pack contains 15 A3 size full colour photographs depicting wedding ceremonies from various cultures – Sikh, Chinese, Jewish, Christian, Muslim and Hindu. *Festival Food* consists of six A3 colour photos illustrating typical dishes served at the following religious festivals: Diwali, Easter, Passover, Christmas, Eid and Chinese New Year/Dragon Boat Festival.

These two packs will help teachers to encourage study and discussion of ceremonies, rituals and festivals associated with major world religions and cultures. Both contain a concise teachers' guide giving the necessary background information. The content of the photographs is fascinating and the quality of the reproduction is somewhat grainy and lacking the sharpness of definition I'd like to have seen.

Let's *Little Learners* aim to provide parents of children aged three to five years with materials to "give your child a full range of essential pre-school skills" (a wild claim if ever I heard one). *Pencil Play* is for "early writing skills". *Sort and Match* is for "early maths skills". Each set consists of attractively produced games and activities together with a workbook and parents' notes. While there is an

emphasis on the fact that learning should be fun and young children may well enjoy some of the puzzles and activities, the kits can best be described as a home version of the traditional pre-reading type activities which divorce much of the skill acquisition from any real context. I, for one, take strong exception to the notes on the back of each pack which state, "An investment in early learning now will give your child the necessary head start before going to school." What of parents who can't afford the kit?

A breath of spring air is produced by the first of E J Arnold's new *Take a Topic* resources, *Spring Life* and *Summer Sun* are quite expensive but super resources for young children. They provide an integrated, thematic approach to learning about the environment, giving meaningful practice of some basic learning skills in a fascinating context – counting, matching games, activities for motor co-ordination and so on.

*Spring Life* focuses on the upsurge of activity and growth among animals, birds and plants at this time of year. *Summer Sun* is concerned with the Sun's effects on the Earth, the energy created by it, and the plants and insects that benefit from it.

There is considerable scientific content in each with many suggestions for practical activities which will help children develop their observational and reporting skills as well as extend their knowledge of the natural world around them.

The teachers' notes are clear and concise with a helpful list of additional books and resources, including stories, in each one. Each pack also contains 10 worksheets for photocopying. These are fairly basic activities which children can get on with independently. Just a small quibble: I would have preferred to see the instructions type set instead of hand lettered – these look a touch amateurish.

Each pack contains a number of games which are sturdy and beautifully produced. Not only are they visually appealing but useful too. *Spring Life* contains, for example, "Plant Circles" – circular puzzles to demonstrate various stages in plant growth, a counting and matching game involving eggs and "Frogs and Bulrushes" – a variation of snakes and ladders.

In *Summer Sun* you'll find "Thrush, Snail and Strawberry", a fun way of illustrating a simple food chain; "Forget-me-not Dominoes", a sequencing game called "Daisy Chains" and three delightful games involving bees.

Author Susan Attenborough and E J Arnold are to be congratulated for producing such good value for money. I can see that *Take a Topic* is going to prove very popular with teachers of young children and those with special needs. And the other good news is that packs on autumn and winter are in preparation.

# Power

Fawley Power Station Workbook. Central Electricity Generating Board, Bridgewater Road, Bedminster Down, Bristol; free.

This is a very welcome addition to the wide range of materials produced by the CEBB and highlights the scope that exists for schools and industry to work together on a local basis. The pack is aimed at middle school pupils and focuses on the development of Fawley Power Station at Southampton. Separate sections deal with the planning, construction and operation of the power station and the environmental issues affecting the local community.

Supporting these booklets are a set of questions and activities for pupils, together with a teachers' guide. The materials make a real attempt to encourage cross-curricular links by integrating activities that would normally be found in science and humanities courses. I found some of the materials rather difficult and somewhat dry, particularly for the lower end of the age range identified. The questions also seemed rather constrained and very individualistic – I would have welcomed activities that emphasized the importance of small group work. Nevertheless, the pack contains a wealth of very useful materials. Its great strength is that it deals with a local issue, and this is certain to have a motivating effect on pupils, particularly if the pack is used to support local field work and visits.

The information and posters included will be of use to schools outside the Southampton area – although its effect will be much more limited. It is hoped that this pack will provide an example that will be taken up by other areas of the country, leading to stronger links between schools and local industries.

Flight in Focus. Price: £2.35 + 50p p&p or £1.95 each plus £1.95 p&p on an order of 10 ISBN 0560219283. CRAC/Hobsons, Hobsons Ltd, Bate-man Street, Cambridge CB2 1LZ.

With GCSE science courses emphasizing the importance of relevance – particularly in terms of technological applications – there is a clear need for good material to support pupils' activities in these areas.



*Flight in Focus* is a welcome new resource; it is well illustrated, interesting and informative. It could be used to support physics and integrated science GCSE courses, and would be particularly useful with modular courses that have units in flight.

The book takes the form of an explanatory text, attractively and imaginatively illustrated with colour photographs and diagrams. Each chapter also includes a number of follow-up activities which involve the pupil in some simple model making and problem solving. The eight chapters begin with natural flight of birds and move on through balloons and gliders to propellers and jet aircraft. The book will certainly appeal to a wide range of pupils in years four and five who should find the text interesting and helpful, although they may find some of the activities either too simplistic or difficult to do without further support. It is doubtful if schools will be able to buy large numbers of this rather specialist book, but copies for the library and book boxes would certainly be essential.

Richard Page-Jones

## Extra/Video

For more articles about materials and equipment see the Resources for Learning Extra, pages 53-60. This month's video reviews will appear next week.

## notes

### AUDIO VISUAL SCHEME FOR RELIGIOUS EDUCATION

In an attempt to encourage schools to invest in good audio visual and video materials to improve religious education teaching, Christians in Education have established a scheme to subsidize the cost of their purchase. Schools will be able to buy audio visual/video materials from a catalogue containing over 80 items drawn up by the scheme's director on the understanding that CIE will pay 40 per cent of the total order for orders of less than £200.

Details from the Scheme Director, Christians in Education, 110 Wimborne Avenue, Hayes, Middlesex.

### CHILDREN'S VOCABULARY

A research project investigating the words children use in their writing, funded by Learning Development Aids, is underway at the Language Information Centre at the University of Reading. The project, which will last a year, will be contacting hundreds of schools up and down the country. The results will be published in a book during 1988.

## Fax

World Elections on File. Subscription £135 pa, £80 pa (schools and colleges). Facts on File Ltd, Collins St, Oxford OX4 1DX.

Despite its special rate for schools and colleges, *World Elections on File* is unlikely to find many takers in education. School libraries in particular are going to be loath to spend £80 a year on a reference work, however topical, which has only a partial application to syllabuses.

What you get, initially, is a couple of ring binders, huge, tough and unwieldy enough to accommodate all the updates and new articles your subscription would entitle you to. The information is classified into regions

and countries, and in the entry for each country you can find out about its political and electoral system, its major political parties and figures, and its recent election results.

Clearly if you need up to the minute information about a country's stability and its chances of losing or maintaining it, or if you need a brief and concise resume of a country's political system, it could be useful. But in schools, this information on its own is not really in the mainstream of geography, or politics, or world studies. Trying to sell to schools something which is clearly primarily designed for businesspeople, politicians or travellers, suggests a lack of touch with the realities not only of school budgeting but of the curriculum as well. The *Pilfax* mentality which sees power lying in the possession of facts is getting out of hand. Facts don't mean power, and they certainly don't mean education.

Jessica Saraga

## Pax

Teaching Resources for Education in International Understanding, Justice & Peace. Price: £2.50 inc p&p from Anne Brewster, 6 Phoenix Cottages, Bookham, Leatherhead, Surrey KT23 4QG.

This will be a welcome list for teachers and parents who are interested in resources and games geared towards peace and co-operation. It's a kind of "alternative" resources list, largely composed of publications by non-profit-making organizations, such as Oxfam, the Peace Pledge Union, Christian Aid, Amnesty International, and a host of others less well known. Topics covered include human rights, racism, the nuclear issue, development issues and the United Nations; listings include books, posters, games, audio-visual resources and computer programs.

It's a comprehensive list and a useful one, because since they're not on the whole produced under commercial pressures, the resources have not been easy to find out about, certainly not all in one catalogue. It's produced under the auspices of the Marc Goldstein Trust, a registered charity. It will be updated yearly.

All the resources are available from a library run voluntarily by a group of parents in Surrey, either for sale, or on free loan from the address above.

These packs are both helpful for teachers engaged in library and information skills and teachers responsible for flexible use. They can be written with minimal help from the teacher.

Richard Evans

## Stacks

Go and Find Out. £9.95 from LDA, Duke Street, Wichester, Wiltshire.

Self-Access Worksheets: Volume 1. £7.50 from National Extension College, 18 Brooklands Ave, Cambridge.

These packs are both helpful for teachers engaged in library and information skills and teachers responsible for flexible use. They can be written with minimal help from the teacher.



## MEDIA

Programmes for teachers and pupils, in the classroom and at home

## The magic of science

**SCHOOL RADIO**  
Biotechnology  
Radio 4 May 18-20 (night time).  
Radiovision slide sets £9.50.

Trying to make the industrial aspect of biotechnology interesting, when most of the manufacturing processes take place in apparently identical large stainless steel vessels, fed and drained by a multitude of pipes, is a problem for teachers. In these days of GCSE, CPVE and TVEI, with their emphasis on the technological and social applications of science and biology, teachers might want to reinforce their teaching programmes by arranging class visits to industrial plants. But not every school has industrial biotechnology on its doorstep and some manufacturers do not welcome visitors. How can teachers solve these problems?

One way could be to use *Biotechnology*, a radiovision series from the BBC which attempts to show the industrial aspects and the impact this new technology has had on our lives. There are four programmes: "Protein Manufacture" looks at cheese making; "Crop Plant Development" concentrates on the potato crisps industry and "Antibiotics versus Microbes" on the penicillin family. "Monoclonal Antibodies" looks at the way the body labels microbes and alien chemicals for destruction.

Each starts with a familiar situation and then, after outlining the historical development of a "process", goes on to explain the changes wrought by biotechnology. For instance, the first programme shows how biotechnology not only helps long-established methods of food processing, but has also created new foods, like the mycoprotein that is now an ingredient of Sainsbury's "sausage pie". Consumer reaction is considered, too.

Snippets of fascinating information are scattered throughout the four programmes. For instance, in the fourth a section showing how biotechnology has provided quicker and more reliable methods for the testing of human pregnancies, we are told the ancient Egyptians "test" of putting the urine of a suspected pregnant female on to corn. If this germinated, she was pregnant. At least they used the same body fluid that we use today.

The slide set accompanying the four programmes has coloured photographs of industrial processes, specimens and everyday events; flow diagrams to explain things like the stages in processes and the sequence in an experimental procedure; and black and white artist material. All are of a very high standard.

The publicity programme claims that the material is flexible and adaptable and can be used with classes as different as year three or A level. However, the content, style of presentation, sentence construction and vocabulary used in the broadcast are really more appropriate to older or more able pupils. So the series should be a valuable resource for A level and CPVE courses, and will be ideal for individual work. However, the slide set itself will provide useful illustrative material for a much wider variety of courses. Its purchase is recommended.

Jackie Hardie

## SCHOOLS TELEVISION

The Geography Programme  
BBC2, Wednesdays 10.30am; repeated Fridays; teachers' notes £5p.

Great care and creativity usually go into the choice of a TV series title, so it may be that the somewhat unimaginative banner heading of this summer term offering from BBC-TV is significant. Not that it would be possible to dismiss the individual programmes as unimaginative - for in their way they are both lively and pointed. But it seems that even the production team is hard pressed to find any theme running through the series to provide the basis for an overall title. Instead, we have eight self-contained explorations of a particular geographical area, each presented so that they would be entirely



Science takes on many forms: left, *Abacadabra's* Capt. Cactus, right, a primary class.

### CHILDREN'S TELEVISION

#### Abacadabra

Channel 4  
Mondays 5.30 from May 18.

If today's education is about teaching facts and concepts in an entertaining, stimulating way, then Channel 4's new science series *Abacadabra* is probably best described as stimulating entertainment with a hint of education. Produced for eight to 14-year-olds, it will occupy a prime children's spot.

It could be described as a fast-moving mixture of *Tomorrow's World*, *Max Headroom*, *Johnny Ball* and *Fast Forward* with some Superman-like cartoons for good measure. Each of the 13 programmes offers a zany onslaught on a scientific/technological theme such as "lasers" (on May 18), "space travel", "surgery" and "robotics". In the space of 30 minutes we get an average of 15 "spots", so be careful not to blink.

The same characters surface in each programme, providing a necessary and reassuring link. A green, three-armed "thing" called *Antrilloques* looks as though he has surfaced from a sewer or escaped from *Ghastbusters*. Nora Nucleus, a 14-year-old (American) schoolgirl has somehow received *The World*

slide set accompanying the four programmes. It has coloured photographs of industrial processes, specimens and everyday events; flow diagrams to explain things like the stages in processes and the sequence in an experimental procedure; and black and white artist material. All are of a very high standard.

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embarking on the discovery of the flight patterns of a sheet of folded paper. Experienced primary science teachers will enjoy watching reflections of themselves as scenes from their own classrooms pass across the screen.

The programmes abound with the right kind of science teaching methods and there is scope for debate. Should science feature as an addition to the main topic or as the topic? Which is preferable, small group work or everyone involved at once? Discussion with children features strongly and we are given examples of good questioning and prompting techniques.

A pleasant trip out of the classroom takes us to an interactive display at the Science Museum. Children can walk over the arched bridge they have just built or make a bubble the size of a wall. The exhibition, called *Launch*

Pad, is open to schools and one wonders why this simple idea hasn't been exploited before.

Back at school we can't help but notice how involved the children are in their discussions and practical work. How much they enjoy and need science experiences and indeed how much more than just science is going on in the classroom.

Record and watch these programmes and show them to others as a reminder of what is possible and highly necessary in our primary classrooms. The series may not provide scintillating entertainment, but the message is clear and will help to give that nudge to teachers moving towards better primary education.

To record *Open University* programmes off air, schools should have a licence obtainable from Guild Sound and Vision, 6 Royce Road, Peterborough PE1 5YB.

RJ

Indeed, several of the programmes have a "current affairs" appearance rather than looking like educational material - a mixed identity which is at once compelling and slightly disturbing. A producer of Len Brown's skill is able to turn to both drama and documentary, so it is not surprising to find issues such as Third World urbanization, the UK agricultural revolution or industrial decline being handled as drama documentary: factual content but a value-laden presentation. When this is coupled with the authority of the BBC TV context, the message becomes powerful and convincing. This is, of course, television at its best - but at times it needs teaching at its best in order to harness such a strong experience to the needs of the classroom.

try Comes and Goes"). In each case the chosen topic will be found to have widespread relevance to the curriculum, not least because care is taken to establish a good balance between case studies and the kinds of general conclusions that can be applied in many other situations.

Despite the lack of any integrating theme, this is a series which is well worth watching. It handles some complex issues with admirable confidence, and is both polished and mature in its presentation. Thus the material itself is largely graded to the target age-range, but its presentation has an adult feel which gives it great credibility.

Michael Clark

Nick Baker

Library of Knowledge from the future and is able to give us a glimpse of life in 2900AD. The Time Tunnel Chat Show brings us people from the past who have influenced scientific progress. It's all a bit of a send-up, as a cave person tells us how he invented agriculture and Nicholas Copper-Knickers is allowed to show off his underwear.

*Abacadabra* doesn't set out to be television's answer to science education but perhaps we as teachers have a few things to learn from its approach. The most useful feature seems to be the way a difficult scientific topic is attacked from many different angles. If we imagine children being nudged bit by bit towards understanding a particular concept, then a bombardment of humour, cartoons, music and television wizardry could work well.

The programmes are visually attractive and do well to cater for the immense mix of ability found in the eight to 14 age range. Social and even political questions are raised in connection with each theme, indeed "Automation" appears to deal less with the science and technology of machines and more with their social implications. An interesting skill has been the military advisers at the Pentagon and the Kremlin switching on automatic defence systems and blowing the screen to pieces, *Splitting Image* style.

Rob Johnsey

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## Cleveland County Council

An equal opportunities employer  
Closing date: 1st June, 1987.  
Application forms and further details for the undermentioned posts obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN (Tel. Middlesbrough 248155, ext. 3016/7) unless otherwise stated. Applications by letter should include details of education, training, qualifications and experience together with the names and addresses of two referees. Financial assistance with household removal expenses may be available in approved cases.

### PRIMARY SCHOOLS

AYRESOME JUNIOR SCHOOL, Parliament Road, Middlesbrough, Cleveland, TS1 4NT.

#### Head Teacher (Group 5)

Applications are invited from suitably qualified and experienced teachers for the leadership of this junior school from September, 1987, or as soon as possible thereafter.

BEECHWOOD INFANT SCHOOL, Beechwood Avenue, Middlesbrough, Cleveland, TS4 3AP.

#### Head Teacher (Group 4)

Applications are invited from suitably qualified and experienced teachers for the leadership of this infant school with a 39 place nursery, from September, 1987, or as soon as possible thereafter.

SPECIAL POST  
LEARNING DIFFICULTY SERVICE, EAST CLEVELAND

#### Second Master/Mistress (Group 7(S))

Required for September, 1987, an experienced, well qualified special educator to become a full member of the management team of the above service. The service will be based upon a full time, day special school for pupils with both moderate and severe learning difficulties.

Applicants are strongly urged to obtain the further details before application. Application forms and further details obtainable from and returnable to the Head of Service, c/o East Cleveland School, St. Margaret's Way, Brotton, Cleveland, TS12 2UE. (Tel. Gillingham 77265).

(12872)

## PRIMARY HEADSHIPS continued

### Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

#### Primary Education

##### HEADTEACHER POST

HULLAVINGTON C.E. PRIMARY SCHOOL,  
HULLAVINGTON, CHIPPENHAM, SN14 6EF

#### GROUP 2

N.O.R. 96  
A Head Teacher is required from January, 1988, following the promotion of Mr. G. Priest. The Governors seek an energetic teacher, who should already have experience at a senior level within a primary school, to lead an enthusiastic team of teachers. The school is set in a village to the north of Chippenham and has strong and supportive links with the local community.

Application forms and further details (Large S.A.E. please) from and returnable to the Chief Education Officer (Ref. ST/7/LT), County Hall, Bythesea Road, Trowbridge BA14 8JB. The closing date for completed application forms is 29th May, 1987.

#### Scale 3 Posts

Clarendon County Junior School, Tidworth Hants  
SP9 7DD

#### GROUP 5

N.O.R. 280  
Required for September, 1987 or as soon as possible thereafter, an enthusiastic, experienced teacher to play a key role in the Senior Management Team with specific responsibilities for curriculum development.

Qualities of leadership necessary, together with special expertise in some areas of Language, Music, Topic work or Art and Craft. Lively school with excellent facilities and good scope for professional advancement.

Application form and further details (SAE please) from and returnable to the Head Teacher by 1st June, 1987.

Park North Primary School, Welcombe Avenue,  
Swindon SN3 2ON

#### Head Teacher: Mrs. S. E. Blakeley

N.O.R. 350  
Required from September, 1987, a Scale 3 Teacher to provide leadership in the continuing development of an investigatory approach to the curriculum. A special interest and experience in C.D.T., Science and problem solving would be an advantage although not essential. Further details (a.s.e. please) and application form available from the Head Teacher at the school to be returned no later than 22nd May, 1987.

Freshbrook County Primary School, Freshbrook,  
Swindon SN6 8NN.

#### Head Teacher: Mrs. M. Barker

N.O.R. 735  
Required from September, 1987, an enthusiastic, dedicated primary teacher and musician who already holds a Scale 2 post for music, to extend the music policy in this large primary school situated in an area of rapid expansion. An aim of the school is that everyone in it should enjoy making music. Written letter of application stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher by 22nd May, 1987.

#### SCALE 1 POSTS

Stenton St. Quintin C.P. School  
Stenton St. Quintin, Chippenham SN14 6DQ

#### GROUP 2

N.O.R. 76  
Enthusiastic full time permanent teacher for Class 7-8 year olds, required for September 1987 at this village school. Committed to the development of modern primary education.

Application and further details (SAE please) from Head Teacher at the above address by Monday, 1st June, 1987.

Southbrook County Infants, The Green, Devizes  
Wiltshire SN10 5AA

#### Group 4

N.O.R. 193  
Required for September 1987 a Teacher for a Middle Infant Class. Application Form and further details (SAE please) from and returnable to the Head Teacher by the 22nd May 1987.



SHROPSHIRE  
EDUCATION COMMITTEE  
An Equal Opportunity Employer

## PRIMARY HEADSHIPS

Applications are invited for the Headships of the following new schools which will open in September 1988. The Headships will be effective from January 1988.

- Group 5.  
The Martin Wilson County Primary School,  
Castletide,  
Shrewsbury.

- Group 4.  
Greenfields County Primary School,  
Shrewsbury.

Application forms and further particulars (SAE) from:  
County Education Officer,  
Education Department,  
Shirehall,  
Abbey Foregate,  
Shrewsbury.  
SY2 6ND

To be returned by Monday, 26th May 1987.

## DERBYSHIRE HEADSHIPS

### PRIMARY

#### HEADSHIP

##### Group 5

Redwood Junior School,  
Redwood Road, Slinfin, Derby, DE2 9LA  
(Derby 771587) (7-11, NOR 241)

#### HEADSHIP

##### Group 2 (Readvertisement)

Coton-in-the-Elms CE(C) Primary School,  
Coton-in-the-Elms, Burton on Trent, Staffs, DE12 8ES  
(Burton on Trent 781381) (5-11, NOR 68)

Previous applicants will be reconsidered without the need for re-application.

#### HEADSHIP

##### Group 1 (Readvertisement)

Mugginton CE(C) Primary School,  
Mugginton, Weston Underwood, Derby, DE8 4PL  
(Ashbourne 60261) (5-11, NOR 19)

Previous applicants will be reconsidered without the need for re-application.

Application forms and further details (SAE please) from the Director of Education, County Offices, Matlock, Derbyshire, DE3 3AG quoting reference X/1/J/G/L.

Closing date - 29 May 1987.

#### Developing Education for everyone's benefit

DERBYSHIRE

SUPPORTS NUCLEAR FREE ZONES

The Council's policy is to set all its resources to meet the needs of its people. This includes the provision of a wide range of services, including education, health, social, cultural, and recreational services, and the provision of a wide range of housing and social services.

For further details, please contact the County Education Officer, County Offices, Matlock, Derbyshire, DE3 3AG.

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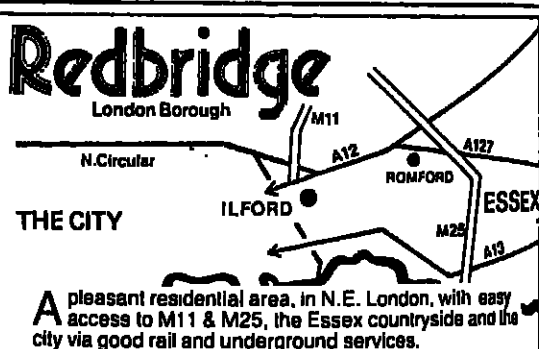
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A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

For further details, please contact the County Education Officer, County Offices, Matlock, Derbyshire, DE3 3AG.

Closing date - 29 May 1987.

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Closing date - 29 May 1987.

### PRIMARY HEADSHIPS continued

#### HAMPSHIRE

##### MARK'S C.E. (AIDED) PRIMARY SCHOOL

Queney Road, Farnborough,  
Hampshire GU14 6DU

#### Group 5

Required for January 1988.  
Applications are invited for the post of Head Teacher from the pool of Head Teachers in the County.

Closing date 29th May 1987.  
Application form and details available from the County Education Officer, County Offices, 41 West Street, Basingstoke, RG21 1LU. Closing date for receipt of completed applications 29th May 1987.

The County Council pursues a policy of equality of opportunity. Applications from people with disabilities are welcome.

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## EDFORDSHIRE

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# Cheshire

## WARRINGTON DISTRICT

### Scale 1 Posts

Bevesey Lodge County Primary, Lodge Lane, Warrington WA5 5AG.  
Telephone: Warrington 32710.

Required for September 1987 an energetic and enthusiastic teacher for the Junior Department.  
Candidates should state their curriculum strengths and interests and be prepared to play an active part in the extra-curricular life of the school. An interest in Games might be an advantage.  
Closing Date: 22nd May 1987

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Beaumont County Junior, O'Leary Street, Warrington WA2 7RG.  
Telephone: Warrington 30143.

Required for September 1987 a young enthusiastic teacher with an interest in one or more of the following areas: Art, Craft, Display, P.E., Games/Plac.  
Closing Date: 22nd May 1987.

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Broomfields County Junior, Bridge Lane, Appleton, Warrington WA4 3AH.  
Telephone: Warrington 65292.

Required for September 1987 a particularly caring and enthusiastic Junior teacher.  
Prospective applicants are invited to visit the school and should state particular curriculum strengths and interests. This post would be particularly suitable for a recently qualified person.  
Closing Date: 19th June 1987.

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Cable County Infant and Nursery, Wood Lane, Appleton, Warrington WA4 3DB.  
Telephone: Warrington 64616.

Required for September 1987, two posts.  
Two enthusiastic innovative teachers required for this expanding School.  
Applicants must be committed to child-centred education.  
Please state curriculum strengths and interests.  
Contribution to staff discussions and school development essential.  
Closing Date: 29th May 1987.

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Woolston County Primary, Hall Road, Woolston, Warrington WA1 4PA.  
Telephone: Warrington 813479.

Required for September 1987 an enthusiastic, adaptable teacher for Lower Juniors. - Scale 1 post for suitable applicants.  
Candidates are asked to outline their curricular strengths and interests.  
Closing Date: 10th June 1987

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St. Ann's C.E. Primary, Latham Avenue, Warrington WA2 8AL.  
Telephone: Warrington 32310.

Required for September 1987 committed Christian teacher for Top Infant and Lower Junior Class.  
Please state curriculum strengths and special interests.  
Closing Date: 22nd May 1987.

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St. Margaret's C of E Infants. Telephone: Warrington 51363.

Required for September 1987, enthusiastic Infant Teacher to work in semi-open plan situation.  
Please state curriculum strengths.  
Closing Date: 22nd May 1987

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Applications are available from and returnable to District Education Officer:  
Warrington District Education Office, Priestley House, Sankay Street, Warrington,  
Cheshire. Telephone: Warrington 51231 Ext. 4113.

For further information of the above posts please contact the Head Teachers at the schools.

(14235)



**AN EQUAL OPPORTUNITY EMPLOYER**  
Walham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability.

To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 a.m. - 4.30 p.m. providing for teachers children from 3-5 years of age.

Application forms (and further details) available from, and returnable to the Head Teacher concerned, except where otherwise stated.

## Secondary

### SENIOR TEACHER SCALE

**CHINGFORD SCHOOL,**  
Nevin Drive, Chingford E4 7LT. Telephone: (01) 529 1853  
Head: Mr J B Mitchell

Required for September

Head of Mathematics Faculty and Examinations Officer, Scale Senior Teacher (plus Outer London Allowance) required in this mixed comprehensive school for pupils aged 11-16 years (1080 on roll). In 1987 the school will have a large sixth form with considerable A' level work, becoming 11-18 in September 1989.

The successful applicant will be a Head of Faculty (Scale 4) who wishes to accept further responsibility as Examinations Officer and promotion to Senior Teacher. An experienced and well qualified teacher is sought to lead a large and experienced team of teachers in the continued development of the subject throughout the school. Good working relationships are established and must be maintained.  
Send letter of application, CV and names and addresses of two referees to the Headteacher. Telephone enquiries will be welcomed. Ref: P75752

### SCALE 1

**RUSHCROFT SCHOOL,**  
Rushcroft Road, Chingford, London E4 8SG  
Head: Mr J Pashley

Required for September

Modern Languages Teacher, Scale 1 (plus Outer London Allowance) required in this mixed comprehensive school for pupils aged 11-14 years (394 on roll).

An enthusiastic teacher is required to join an experienced team of Modern Language teachers. Modern Languages (French and German) have a high status in the school and the department has excellent modern, well-equipped facilities.

This post is to cover a maternity leave. Further details regarding the school's development and the department are available from the Headteacher. Ref: P68763.

## Primary

### SCALE 2

**MISSION GROVE PRIMARY SCHOOL,**  
Mission Grove, Walthamstow, London E17 7DD  
Head: Mrs F Goff

Required for September

A successful teacher required to co-ordinate Health/PE curriculum throughout this multi-cultural school.

SCALE 2 plus Outer London and Social Priority Allowances. Ref: P36747.

**ST. SAVIOURS C OF E PRIMARY SCHOOL,**  
Varulam Avenue, London E17  
Head: Mr B Jones

Required for September

Humanities Co-ordinator  
Experienced teacher to co-ordinate work across the 3 to 11 range, junior and/or infant experience acceptable.

Communicant member of the Church of England preferred.

SCALE 2 plus Outer London Allowance. Ref: P54746.

**SELWYN INFANTS SCHOOL,**  
Selwyn Avenue, London E4  
Head: Mrs C McMillan

Required for September

Experienced teacher required to lead committed nursery team in recently opened 40 ft Nursery Unit.

SCALE 2 plus Outer London Allowance. Ref: P66.

### SCALE 1

Supply Teachers - to cover a variety of long and short term absences. Must be experienced. Willingness to teach across the primary age range an advantage.

SCALE 1 plus Outer London Allowance.

Probation Teacher Cover - regular half-day cover in same school throughout Primary sector.

SCALE 1 plus Outer London Allowance.

Application form (and further details) for Supply Teacher posts and Probation Teacher Cover available from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton E15 5JQ or telephone (01) 558 3553 (24 hour answering service). Ref: P7759.

Required for September

Nursery Teachers required at the following schools, which are purpose built 40 place free nursery units:-

Chingford Hall Primary School, Silver Birch Avenue, London E4

Mission Grove Primary School, Mission Grove, London E17

South Grove Primary School, Ringwood Road, London E17

Suitable for newly qualified teachers.

SCALE 1 plus Outer London and Social Priority Allowances. Ref: P18/39/56A/749.

**DAWLISH PRIMARY SCHOOL,**  
Jesse Road, Leyton E10 8NN  
Head: Mrs M Barrowman

Required for September

Enthusiastic teacher required for our 20 ft place nursery which is run as an integral part of our multi-cultural school. Commitment to parental involvement essential.

Scale 2 for suitable applicant.

SCALE 1 plus Outer London Allowance.

Closing date: 22 May 1987. Ref: P21766.

**HENRY MAYNARD INFANTS SCHOOL,**  
Maynard Road, London E17  
Head: Mrs B Walker

Required for September

Enthusiastic and imaginative teacher required to complete our Nursery Team in this multi-ethnic school.

SCALE 1 plus Outer London and Social Priority Allowances. Ref: P32750.

**WHITEHALL PRIMARY SCHOOL,**  
Normanton Park, London E4  
Head: Miss D Cullimore

Required for the end of June

Temporary Teacher required to cover a Maternity leave, to teach a Second Year Junior class initially.

SCALE 1 plus Outer London Allowance. Ref: P66761.

## PRIMARY EDUCATION

continued

**BEDFORDSHIRE**  
**EDUCATION**  
**WOODHURST LOWER SCHOOL,**  
Oakwood Avenue, Dunstable.  
Head: Mr J. J. 51778  
Required for September 1987.  
Teacher to be responsible for developing the language/reading curriculum within a thematic approach. New entrants to the school will be welcomed to apply. Scale 1/2.  
Application forms available from and returnable to the Headteacher, S.A.E. please.  
Bedfordshire is an Equal Opportunity Employer. (43505) 110022

**BERKSHIRE**  
**CLEVER GREEN CE (AIDED) FIRST SCHOOL,**  
Hatch Lane, Windsor, Berks. SL4 3SL  
A Scale 1 full-time, enthusiastic teacher, with a minimum commitment required for September 1987, responsible for a group of 6-7 year olds.  
Application forms from the Headteacher. Closing date: 26 June 1987. (37129) 110022

**BERKSHIRE**  
**SAINT MARY'S R.C. (JMI) SCHOOL,**  
Cookham Road, Maidenhead. Required September 1987, a qualified teacher (Scale 1). Should be able to teach co-operatively across the primary age range and plan ability would be a distinct advantage. Headmaster seeks a lively and enthusiastic teacher who will contribute positively to an excellent staff.  
Please apply to Headteacher on 0688 35370 for further details and application form (SAB). Closing date: 22nd May 1987.  
Berkshire has a scheme of reimbursement of lodging and removal expenses. (40003) 110022

**BERKSHIRE**  
**ROYAL COUNTY OF BERKSHIRE**  
**ST MARY'S R.C. (JMI) SCHOOL,**  
Cookham Road, Maidenhead. Required September 1987, a teacher (Scale 1). Must be practising R.C. and preferably experienced in primary practice.  
Please apply school immediately on 0688 35370 for further information. Closing date: 22nd May.  
Berkshire has a scheme of reimbursement of lodging and removal expenses. An Equal Opportunity Employer. (43505) 110022

**BEXLEY**  
**LONDON BOROUGH OF BEXLEY**  
**ST. PETER CHANELL R.C. PRIMARY SCHOOL,**  
Footersy, Sidcup, Kent. DA14 5ED  
Headteacher: Mrs. E. O'Connor. Tel: 01-302 6099  
Required for September 1987.  
Junior Teacher with Catholic teachers certificate to be responsible for boys (37458) 110022

**BEXLEY**  
**LONDON BOROUGH OF BEXLEY**  
**ST. PETER CHANELL R.C. PRIMARY AND SECONDARY SCHOOLS**  
Supply teachers urgently required for work in Primary and Secondary Schools. There is on a day-to-day basis but there are prospects for continuing employment.  
Application forms obtainable from the Chief Education Officer for Schools (T.S.) at 100, High Road, Kent DA1 4EN. (37129) 110022

**BIRMINGHAM**  
**BLUR COAT SCHOOL,**  
See Preparatory Schools. The above subject Classification. (31375) 110022

**BRENT**  
**LONDON BOROUGH OF BRENT**  
**ROXBOROUGH JUNIOR SCHOOL,**  
Princes Avenue, Kingsbury, London NW9 5BT  
Tel: 01-304 5551  
Required for September 1987 a teacher to join an enthusiastic 1st year team. Applications from probationers welcome.

Application forms (SAB) obtainable from the Headteacher to be returned by 26th May 1987.  
London Allowance of £1,215 per annum is available. An equal opportunities employer. Brent is fundamentally committed to Multi-cultural Education. (43527) 110022

**BRENT**  
**LONDON BOROUGH OF BRENT**  
**ROXBOROUGH JUNIOR SCHOOL,**  
Princes Avenue, Kingsbury, London NW9 5BT  
Tel: 01-304 5551  
Required for September 1987 a part-time teacher (0.5). Two part-time teachers are required who will work as part of a year group. The teachers appointed will help to develop the curriculum in the school. The post can be shared 0.5 + 0.5. Application forms obtainable from the Headteacher to be returned by 26th May 1987.  
London Allowance of £1,215 per annum is payable. Brent is an equal opportunities employer. Brent is fundamentally committed to Multi-cultural Education. (43527) 110022

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**ROXBOROUGH JUNIOR SCHOOL,**  
Princes Avenue, Kingsbury, London NW9 5BT  
Tel: 01-304 5551  
Required for September 1987 a part-time teacher (0.5). Two part-time teachers are required who will work as part of a year group. The teachers appointed will help to develop the curriculum in the school. The post can be shared 0.5 + 0.5. Application forms obtainable from the Headteacher to be returned by 26th May 1987.  
London Allowance of £1,215 per annum is payable. Brent is an equal opportunities employer. Brent is fundamentally committed to Multi-cultural Education. (43527) 110022

**BROMLEY**  
**ST MARY'S R.C. PRIMARY SCHOOL,**  
St Mary's R.C. Primary School, Orpington, Kent BR5 4AH  
Tel: 0685 5551  
For September 1987, an enthusiastic primary teacher to join the existing staff of this school. Candidates need to display initiative, integrated approach to the curriculum, a wish to work initially with children, infants/1st Year Junior Children, and to be able to contribute to support the life and development of the school.  
Further details of the school, job description and salary scale are available from/returnable to the Headteacher, S.A.E. please. Closing Date: 22nd May 1987. (43508) 110022

**BROMLEY**  
**CHURCHFIELDS PRIMARY SCHOOL,**  
Churchfields Road, Beckenham, Kent BR3 4QR  
Tel: 01-650 5247  
From September 1987, an Assistant Teacher, Scale 1, initially for a class of young juniors or possibly a full-time class of first year juniors/top infants.  
Applications from college leavers and those with relevant experience and qualifications are invited. Details/application forms from and returnable to the Headteacher (large S.A.E. or telephone) by 26th May 1987. (43574) 110022

**BROMLEY**  
**SPECIALIST TUITION SERVICE**  
**GREENLANDS SCHOOL,**  
Orpington, Kent  
Required for September 1987, an enthusiastic teacher to join the staff of this developing school. Scale 1.  
Assistance with removal expenses may be available in the area. A wide range of housing is available.  
Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

**BROMLEY**  
**LONDON BOROUGH OF BROMLEY**  
Required from 1st September a permanent, enthusiastic teacher (Scale 1) who will be available to cover absence or temporary vacancies in Primary School. This is a new appointment and we are looking for a teacher with experience and enthusiasm to fill this post which may possibly be the future form of the nucleus of a small group of peripatetic supply teachers.  
Further details and application forms may be made by letter to: The Director of Education, Town Hall, Twickenham Road, Bromley BR1 1SS.  
Closing date: 27th May 1987. (40077) 110022

**BUCKINGHAMSHIRE**  
**THE WILLIAM HARDING COUNTY FIRST SCHOOL,**  
Hazelhurst Drive, Aylesbury, Bucks. HP8 4JL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
Required September 1987, a teacher to join the staff of this school. The school is a voluntary aided school and is currently seeking a teacher to fill the post of Headteacher. The successful candidate will be responsible for the whole first school range. Assistance with removal expenses is given in approved cases.  
Application form (S.A.E.) may, and to be returned to the Headteacher at the school. (43549) 110022

**BUCKINGHAMSHIRE**  
**TWO MILLS COUNTY COMBINED SCHOOL,**  
The High Street, Two Mills, Aylesbury, Bucks. HP8 4JL  
Required for September 1987, a teacher to join the staff of this school. The school is a voluntary aided school and is currently seeking a teacher to fill the post of Headteacher. The successful candidate will be responsible for the whole first school range. Assistance with removal expenses is given in approved cases.  
Application form (S.A.E.) may, and to be returned to the Headteacher at the school. (43549) 110022

**BUCKINGHAMSHIRE**  
**COUNTY COUNCIL**  
**MILTON KEYNES AREA**  
An Equal Opportunity Employer  
**BRADWELL VILLAGE SCHOOL,**  
Valence Drive, Bradwell, Milton Keynes MK13 9JL  
Headteacher: Mr T. Day, ACP  
Required for September 1987, a full-time lower school class teacher offering interest in any of the following curriculum areas: Maths, Science, CDT and Art.  
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.  
Application forms are available from the Headteacher on receipt of an A5 stamped envelope. (43529) 110022

**BUCKINGHAMSHIRE**  
**COUNTY COUNCIL**  
**WILLIAM HARDING COUNTY MIDDLE SCHOOL,**  
Hazelhurst Drive, Aylesbury, Bucks. HP8 4JL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
Required September 1987, a teacher to join the staff of this school. The school is a voluntary aided school and is currently seeking a teacher to fill the post of Headteacher. The successful candidate will be responsible for the whole first school range. Assistance with removal expenses is given in approved cases.  
Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

**BUCKINGHAMSHIRE**  
**COUNTY COUNCIL**  
**JOHN HAMPSHIRE COUNTY FIRST SCHOOL,**  
Whitwell, Windsor, Berks. SL4 3SL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
Required September 1987, a teacher to join the staff of this school. The school is a voluntary aided school and is currently seeking a teacher to fill the post of Headteacher. The successful candidate will be responsible for the whole first school range. Assistance with removal expenses is given in approved cases.  
Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

**BUCKINGHAMSHIRE**  
**COUNTY COUNCIL**  
**JOHN HAMPSHIRE COUNTY FIRST SCHOOL,**  
Whitwell, Windsor, Berks. SL4 3SL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
Required September 1987, a teacher to join the staff of this school. The school is a voluntary aided school and is currently seeking a teacher to fill the post of Headteacher. The successful candidate will be responsible for the whole first school range. Assistance with removal expenses is given in approved cases.  
Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

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**COUNTY COUNCIL**  
**JOHN HAMPSHIRE COUNTY FIRST SCHOOL,**  
Whitwell, Windsor, Berks. SL4 3SL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
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Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

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**COUNTY COUNCIL**  
**JOHN HAMPSHIRE COUNTY FIRST SCHOOL,**  
Whitwell, Windsor, Berks. SL4 3SL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
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Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

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**COUNTY COUNCIL**  
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Whitwell, Windsor, Berks. SL4 3SL  
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Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

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**COUNTY COUNCIL**  
**JOHN HAMPSHIRE COUNTY FIRST SCHOOL,**  
Whitwell, Windsor, Berks. SL4 3SL  
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Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

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**COUNTY COUNCIL**  
**JOHN HAMPSHIRE COUNTY FIRST SCHOOL,**  
Whitwell, Windsor, Berks. SL4 3SL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
Required September 1987, a teacher to join the staff of this school. The school is a voluntary aided school and is currently seeking a teacher to fill the post of Headteacher. The successful candidate will be responsible for the whole first school range. Assistance with removal expenses is given in approved cases.  
Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

**BURY**  
**METROPOLITAN BOROUGH OF BURY**  
An Equal Opportunity Employer  
**EDUCATION DEPARTMENT**  
**TEACHER (SCALE 1)**

Required for 1st September 1987 at St. Martin's R.C. Primary School, Bury. The successful candidate will be responsible for a class of 25 pupils. The post will also involve co-ordinating the work of the class and an interest in the school's development. The successful candidate will be given an advantage in the selection process. Applications should be sent to the Headteacher, St. Martin's R.C. Primary School, Bury, Lancashire. (43549) 110022

**BUCKINGHAMSHIRE**  
**COUNTY COUNCIL**  
**JOHN HAMPSHIRE COUNTY FIRST SCHOOL,**  
Whitwell, Windsor, Berks. SL4 3SL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
Required September 1987, a teacher to join the staff of this school. The school is a voluntary aided school and is currently seeking a teacher to fill the post of Headteacher. The successful candidate will be responsible for the whole first school range. Assistance with removal expenses is given in approved cases.  
Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

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**COUNTY COUNCIL**  
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Whitwell, Windsor, Berks. SL4 3SL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
Required September 1987, a teacher to join the staff of this school. The school is a voluntary aided school and is currently seeking a teacher to fill the post of Headteacher. The successful candidate will be responsible for the whole first school range. Assistance with removal expenses is given in approved cases.  
Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

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**JOHN HAMPSHIRE COUNTY FIRST SCHOOL,**  
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Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
Required September 1987, a teacher to join the staff of this school. The school is a voluntary aided school and is currently seeking a teacher to fill the post of Headteacher. The successful candidate will be responsible for the whole first school range. Assistance with removal expenses is given in approved cases.  
Application by letter to the Headteacher giving full curriculum vitae and addresses of two referees. (43553) 110022

**BUCKINGHAMSHIRE**  
**COUNTY COUNCIL**  
**JOHN HAMPSHIRE COUNTY FIRST SCHOOL,**  
Whitwell, Windsor, Berks. SL4 3SL  
Headteacher: Mrs. E.L. Kaye  
Tel: 0494 5551  
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**EALING**  
**LONDON BOROUGH OF EALING**  
**EDUCATION SERVICE**  
COSTON FIRST AND MIDDLE SCHOOLS  
Meadow Road, Southall UB1 2LE  
Scale 1 teacher required for September 1987 to teach across the 5-12 age range.  
Experience of working in a multi-cultural school and a knowledge of Punjabi/Hindi/Urdu/Gujarati an advantage. Visits welcome from the Head. Tel: 01-874 2112 ext 255.  
2125 London Weighing.  
From Head to be returned by 26th May 1987.  
Ealing's New Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (34249) 110022

**EALING**  
**LONDON BOROUGH OF EALING**  
**EDUCATION SERVICE**  
**DERWENT WATER FIRST SCHOOL,**  
Buckingham Road, Acton W3 3JL  
Full-time teacher required from September to take a class of 25 pupils. The successful candidate will be responsible for a class of 25 pupils. The post will also involve co-ordinating the work of the class and an interest in the school's development. The successful candidate will be given an advantage in the selection process. Applications should be sent to the Headteacher, Derwent Water First School, Buckingham Road, Acton W3 3JL. (43549) 110022

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**LONDON BOROUGH OF EALING**  
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# Barking & Dagenham

## APPOINTMENT OF NEWLY-QUALIFIED TEACHERS

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in primary schools for students who complete their courses this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:

- \* 100% removal expenses to teachers moving to area to take up permanent appointments.
  - \* special consideration for temporary Council accommodation (for up to a year).
  - \* £1215 per annum Inner London Allowance.
- Application forms and further details are available from the Chief Education Officer, Town Hall, Barking, Essex (S.A.E.).
- Applications should be made as soon as possible. An equal opportunity employer.

(14833)

### PRIMARY EDUCATION

(continued)

**HERTFORDSHIRE**  
WHEATFIELD J.M. SCHOOL  
Downs Road, Wheatfield,  
St. Albans, Herts. AL4 9NT  
Tel: Mr. C. A. Hudson  
Group 5  
Required for September 1987  
Scale 1 teacher for lower  
junior class at this highly  
attractive school. For teachers  
moving into the County, Hertfordshire  
has an attractive relocation  
scheme.  
Applications to the Head-  
teacher (including C.V. and  
names and addresses of two  
references). S.A.E. please.  
(157570) 110022

**HERTFORDSHIRE**  
ST. BERNADETTE RC J.M.I.  
SCHOOL  
Walsham Way, Shenley  
Lane, London Colney, Herts.  
Hemel Hempstead, Herts.  
Group 4  
Two full-time Scale 1 primary  
teachers required for September  
1987. Candidates should be  
practising Catholics. Interest  
in multi-cultural education an  
advantage. For teachers moving  
into the County, Hertfordshire  
has an attractive relocation  
scheme.  
Please apply by letter to the  
Headteacher at the school, in-  
cluding full C.V., names and  
addresses of two references.  
S.A.E. please. (157571) 110022

**HERTFORDSHIRE**  
HOLWELL J.M.I. SCHOOL  
Holwell Road, Welwyn Garden  
City, Herts. SG13 7JF  
Required for September  
1987, a full-time teacher,  
Scale 1, for a junior class.  
Fringe allowance of £309  
p.a. payable.  
Generous removal expenses,  
including mortgage subsidy, in  
approved cases.  
Application forms and fur-  
ther details available from the  
Head at the School (see  
please). (157572) 110022

**HERTFORDSHIRE**  
BUSHY MANOR J.M. SCHOOL  
Grange Road, Bushey, Welwyn  
Garden City, Herts. SG8 1JF  
Required for September 1987,  
a full-time teacher, Scale 1,  
for a junior class.  
Application forms available  
from the Head at the School.  
Please include C.V., names and  
addresses of two references.  
(157573) 110022

**HERTFORDSHIRE**  
FAIRFIELD J.M. SCHOOL  
Watford Road, Watford WD7  
3JF  
Required for September, Teacher  
of JUNCTURE  
Scale 1 and Junior Primary Scale 2.  
(157574) 110022

**HERTFORDSHIRE**  
WROXHAM J.M.I. SCHOOL  
Wroxham Gardens, Potters Bar  
Tel: 43576  
Required for September,  
1987, a full-time teacher,  
Scale 1, for a Reception Class.  
Generous removal expenses,  
and mortgage subsidy, in  
approved cases.  
Application forms and fur-  
ther details available from the  
Head at the School.  
(157575) 110022

**HERTFORDSHIRE**  
ST. THOMAS MORE R.C.  
PRIMARY SCHOOL  
Practising Catholics pre-  
ferred.  
Required for September 1987,  
a full-time teacher for Top  
Infants.  
Applications are invited  
from experienced teachers as  
well as newly qualified teachers.  
Entire team and a commit-  
ment to curriculum develop-  
ment, especially with regard to  
computing and languages, are  
essential qualities.  
Practising Catholics pre-  
ferred.  
Relocation expenses may be  
payable.  
Application forms, together  
with further details, may be  
obtained from The Clerk to  
the Governors, c/o St. Thomas  
More School, enclosing a  
stamped addressed envelope.  
Closing date: May 29th,  
1987. (157601) 110022

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- limited hostel facilities available
- Special schools - exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

# BRENT

## EDUCATION

Primary

## COME AND JOIN US

Secondary

### JUNIOR TEACHER (Scale 1) INFANT TEACHER (Scale 1) TOP INFANT CLASS TEACHER (Scale 2) NURSERY TEACHER (Scale 2)

**ST MARY'S CE JUNIOR MIXED & INFANTS SCHOOL, Garnet Road, NW10.** Tel: 01-461 0363 (Roll: 330)

Required from SEPTEMBER 1987 - This is an expanding Primary School, constantly over-subscribed and is having major building extension work carried out. The present buildings are modern and pleasantly situated. The Governors are concerned to appoint teachers with high standards. The expectations for the children. The successful candidates must be in sympathy with the ethos of a Church School.

**JUNIOR TEACHER (Scale 1) for 1st Year JUNIORS.**

INFANT TEACHER (Scale 1) to work with class teachers as a member of a team. Ability to take all infant age groups needed.

TOP INFANT CLASS TEACHER (Scale 2) to cover maternity leave in first instance but with possibility of permanent post.

NURSERY TEACHER (Scale 2) to cover maternity leave, in first instance, but with possibility of permanent post. The Nursery is in a separate purpose built unit, adjacent to the main school.

Visitors to the school very welcome. Application forms obtainable (see) and returnable to the Headteacher within 14 days. The Local Authority is prepared to pay first appointment teachers on Instructor salary from July.

### NURSERY TEACHER (Scale 2)

**CONVENT OF JESUS AND MARY INFANT SCHOOL, 21 Park Avenue, NW2 6AN.** Tel: 01-469 5890 (Roll: 270)

Required from SEPTEMBER 1987 -

NURSERY TEACHER (Scale 2) to cover for maternity leave in the first instance. Practising Catholic preferred.

### SECOND IN SCIENCE DEPARTMENT (Scale 3)

**CARDINAL HINSLEY RC (BOYS) HIGH SCHOOL, Harlesden Road, NW10 3RN.** Tel: 01-965 3947/8497.

Required from SEPTEMBER 1987 -  
SECOND IN SCIENCE DEPARTMENT (Scale 3)  
The Governors invite applications from well qualified, enthusiastic graduate teachers for the post of SECOND IN SCIENCE DEPARTMENT. The successful candidate would join a team of 6 specialist teachers and 4 technicians in a well organised and established department. There are 7 laboratories which are well equipped to a high standard. There is a large preparation room and adjacent office and stores.  
The department offers successful courses to Advanced Level and Integrated Sciences in Years 15. The Second in Department will be expected, as part of his/her role, to organise the Integrated Science scheme in Years 4 and 5. The school has good library facilities and a resources room. Application forms and further details are available from the Headmaster on the above telephone numbers and visits to the school are welcome.

**QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS. UNLESS OTHERWISE STATED APPLICATION FORMS (S.A.E.) ARE OBTAINABLE FROM THE HEAD TEACHER, RETURNABLE BY 26th MAY 1987.**

London. Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

To the Head Teacher \_\_\_\_\_ TES  
School \_\_\_\_\_  
I am interested in the post of \_\_\_\_\_  
Please send me further information \_\_\_\_\_  
Name: \_\_\_\_\_  
Address: \_\_\_\_\_

**HERTFORDSHIRE**  
ST. THOMAS MORE R.C. J.M.I. SCHOOL  
Highfield, Letchworth, Herts. SG13 7JF  
Head: Sister A. O'Connor  
Required for September 1987, a full-time teacher, Scale 1, for a Reception Class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
S.A.E. please. (157576) 110022

**HERTFORDSHIRE**  
COUNTRESS ANNE (CE) J.M.I. SCHOOL  
School Lane, Hatfield, Herts. AL9 5JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157577) 110022

**HERTFORDSHIRE**  
APLECROFT J.M.I. SCHOOL  
Aplecroft Road, Welwyn Garden City, Herts. SG8 1JF  
Required for September, 1987, a full-time teacher, Scale 1, initially for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157578) 110022

**HERTFORDSHIRE**  
WROXHAM J.M.I. SCHOOL  
Wroxham Gardens, Potters Bar, Herts. AL4 9NT  
Required for September, 1987, a full-time teacher, Scale 1, for a Reception Class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157579) 110022

**HERTFORDSHIRE**  
GEORGE STREET J.M.I. SCHOOL  
George Street, Hemel Hempstead, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157580) 110022

**HERTFORDSHIRE**  
BENGOE INFANT SCHOOL  
The Avenue, Bengoie, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157581) 110022

**HERTFORDSHIRE**  
BLACKTHORN ROAD J.M.I. SCHOOL  
Blackthorn Road, Welwyn Garden City, Herts. SG8 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157582) 110022

**HERTFORDSHIRE**  
WILLIAM RANBOM J.M.I. SCHOOL  
St. Albans Road, Hemel Hempstead, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157583) 110022

**HERTFORDSHIRE**  
ST. ALBAN'S R.C. J.M.I. SCHOOL  
St. Albans Road, Hemel Hempstead, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157584) 110022

**HERTFORDSHIRE**  
ST. ALBAN'S R.C. J.M.I. SCHOOL  
St. Albans Road, Hemel Hempstead, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157585) 110022

**HERTFORDSHIRE**  
ST. ALBAN'S R.C. J.M.I. SCHOOL  
St. Albans Road, Hemel Hempstead, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157586) 110022

**HERTFORDSHIRE**  
ST. ALBAN'S R.C. J.M.I. SCHOOL  
St. Albans Road, Hemel Hempstead, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157587) 110022

**HERTFORDSHIRE**  
CARRIBURY INFANT SCHOOL  
Bellinquit Avenue, Watford, Herts. WD17 3JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157588) 110022

**HERTFORDSHIRE**  
SUMMERHOLT INFANTS' SCHOOL  
Summerholt Lane, Bishop's Cleeve, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157589) 110022

**HERTFORDSHIRE**  
SUMMERHOLT INFANTS' SCHOOL  
Summerholt Lane, Bishop's Cleeve, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157590) 110022

**HERTFORDSHIRE**  
SUMMERHOLT INFANTS' SCHOOL  
Summerholt Lane, Bishop's Cleeve, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157591) 110022

**HERTFORDSHIRE**  
SUMMERHOLT INFANTS' SCHOOL  
Summerholt Lane, Bishop's Cleeve, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157592) 110022

**HERTFORDSHIRE**  
SUMMERHOLT INFANTS' SCHOOL  
Summerholt Lane, Bishop's Cleeve, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157593) 110022

**HERTFORDSHIRE**  
SUMMERHOLT INFANTS' SCHOOL  
Summerholt Lane, Bishop's Cleeve, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157594) 110022

**HERTFORDSHIRE**  
SUMMERHOLT INFANTS' SCHOOL  
Summerholt Lane, Bishop's Cleeve, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157595) 110022

**HERTFORDSHIRE**  
SUMMERHOLT INFANTS' SCHOOL  
Summerholt Lane, Bishop's Cleeve, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157596) 110022

**HERTFORDSHIRE**  
SUMMERHOLT INFANTS' SCHOOL  
Summerholt Lane, Bishop's Cleeve, Herts. SG1 1JF  
Required for September 1987, a full-time teacher, Scale 1, for a junior class.  
Application forms available from the Head at the School. Please include C.V., names and addresses of two references.  
(157597) 110022

### PRIMARY EDUCATION

(continued)

**KINGSTON**  
KINGSTON BOROUGH OF  
EDUCATION COMMITTEE  
MERTON IS AN EQUAL  
OPPORTUNITY EMPLOYER  
All applications will be considered on their merits.  
ALL SAINTS' SCHOOL  
East Road, London SW19  
Tel: 01-848 5866. No on roll:  
Head Teacher: Mr. M.F. Haver  
Age Range: 3 - 5 years  
No on roll: 200  
The Governors wish to recruit a full-time teacher to work with the 3 - 5 age range in this modern school. A practising and enthusiastic teacher would be preferred.  
Closing Date: 29th May, 1987.  
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (157602) 110022

**THE MAINT PRIMARY SCHOOL**  
Wrotham Road, New Malden, Surrey KT3 3RZ  
Tel: 01-848 3154. No on roll: 354  
For September 1987, an experienced and enthusiastic infant teacher to take an infant class in a modern school. The successful candidate will be responsible for the educational and social development of the children. The successful candidate will be responsible for the educational and social development of the children.  
Closing Date: 29th May, 1987.  
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (157603) 110022

**KIRKLEES**  
METROPOLITAN COUNCIL  
DIRECTORATE OF EDUCATIONAL SERVICES  
ST PATRICK'S RC (A) J & I SCHOOL  
George Avenue, Clayton Heights, Leeds LS11 3JF  
Post 1 Ref: 1854  
Required for September 1987 two imaginative teachers for Reception/Infant/Primary Scale 1 for infants/lower juniors.  
Applicants should be practising Roman Catholics willing to contribute to the spiritual and activities of the school.  
Post 2 Ref: 1856  
Required for September 1987 a temporary teacher for an infant class. The post is temporary during the absence on maternity leave of the permanent postholder.  
Application forms (see please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.  
Post 3 Ref: 1857  
Required for September 1987 an Assistant Special Needs Teacher, Scale 1 to cater for the needs of Commonwealth Immigrant pupils.  
Application forms and further details (S.A.E.) from the Director of Educational Services, Ref: P1 Dignity House, 2 Oldfield Road, Leeds LS1 3JF, to whom completed forms should be returned within 14 days of this advertisement.  
Enquiries operate an Equal Opportunity Policy. Full details of which will be sent to all applicants on request. (157644) 110022

**GLASSBORO C.F. SCHOOL**  
GLASSBORO, 2 posts  
1. TEACHER OF RECEPTION INFANTS  
Interest in early years and some pastoral interest an advantage.  
2. TEACHER OF 3RD YEAR JUNIORS  
Interest in Primary Science an advantage.  
SETTLE C.F. PRIMARY SCHOOL  
TEACHER OF TOP INFANTS  
6-7 age group. Interest in maths and science an advantage.  
SKIPTON, GREATWOOD, C.F. SCHOOL  
TEACHER OF INFANT/LOWER JUNIORS  
Enthusiastic and adaptable. State curriculum interests.  
SKIPTON PARISH C.E. SCHOOL  
Some vertical grouping. State curriculum interests.  
SKIPTON ST STEPHEN'S R.C. V.P. PRIMARY SCHOOL  
Some vertical grouping. Must be practising Catholic.  
SKIPTON, OTLEY ST. MARY'S NURSERY SCHOOL  
Nursery experience or training essential.  
BUTTON IN CRAVEN C.E. PRIMARY SCHOOL  
TEACHER OF INFANTS  
Reception to middle. Ability to teach music throughout school essential.  
Application forms (see please) from Area Education Officer, Water Street, Skipton, North Yorkshire YO13 1JF, to whom completed forms should be returned by 26.5.87 (157618) 110022

**GLASSBORO C.F. SCHOOL**  
GLASSBORO, 2 posts  
1. TEACHER OF RECEPTION INFANTS  
Interest in early years and some pastoral interest an advantage.  
2. TEACHER OF 3RD YEAR JUNIORS  
Interest in Primary Science an advantage.  
SETTLE C.F. PRIMARY SCHOOL  
TEACHER OF TOP INFANTS  
6-7 age group. Interest in maths and science an advantage.  
SKIPTON, GREATWOOD, C.F. SCHOOL  
TEACHER OF INFANT/LOWER JUNIORS  
Enthusiastic and adaptable. State curriculum interests.  
SKIPTON PARISH C.E. SCHOOL  
Some vertical grouping. State curriculum interests.  
SKIPTON ST STEPHEN'S R.C. V.P. PRIMARY SCHOOL  
Some vertical grouping. Must be practising Catholic.  
SKIPTON, OTLEY ST. MARY'S NURSERY SCHOOL  
Nursery experience or training essential.  
BUTTON IN CRAVEN C.E. PRIMARY SCHOOL  
TEACHER OF INFANTS  
Reception to middle. Ability to teach music throughout school essential.  
Application forms (see please) from Area Education Officer, Water Street, Skipton, North Yorkshire YO13 1JF, to whom completed forms should be returned by 26.5.87 (157618) 110022

**GLASSBORO C.F. SCHOOL**  
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2. TEACHER OF 3RD YEAR JUNIORS  
Interest in Primary Science an advantage.  
SETTLE C.F. PRIMARY SCHOOL  
TEACHER OF TOP INFANTS  
6-7 age group. Interest in maths and science an advantage.  
SKIPTON, GREATWOOD, C.F. SCHOOL  
TEACHER OF INFANT/LOWER JUNIORS  
Enthusiastic and adaptable. State curriculum interests.  
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**MERTON**  
MERTON BOROUGH OF  
EDUCATION COMMITTEE  
MERTON IS AN EQUAL  
OPPORTUNITY EMPLOYER  
All applications will be considered on their merits.  
ALL SAINTS' SCHOOL  
East Road, London SW19  
Tel: 01-848 5866. No on roll:  
Head Teacher: Mr. M.F. Haver  
Age Range: 3 - 5 years  
No on roll: 200  
The Governors wish to recruit a full-time teacher to work with the 3 - 5 age range in this modern school. A practising and enthusiastic teacher would be preferred.  
Closing Date: 29th May, 1987.  
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (157602) 110022

**NORTH YORKSHIRE**  
The following Scale 1 posts required for September 1987:  
HINDERWELL C.F. SCHOOL, Seamer Road, Scarborough, YO12 4HF  
NURSERY TEACHER  
To join enthusiastic team in 90 place nursery. Nursery experience essential, new entrants welcome. (157604) 110022

**KIRKLEES**  
METROPOLITAN COUNCIL  
DIRECTORATE OF EDUCATIONAL SERVICES  
ST PATRICK'S RC (A) J & I SCHOOL  
George Avenue, Clayton Heights, Leeds LS11 3JF  
Post 1 Ref: 1854  
Required for September 1987 two imaginative teachers for Reception/Infant/Primary Scale 1 for infants/lower juniors.  
Applicants should be practising Roman Catholics willing to contribute to the spiritual and activities of the school.  
Post 2 Ref: 1856  
Required for September 1987 a temporary teacher for an infant class. The post is temporary during the absence on maternity leave of the permanent postholder.  
Application forms (see please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.  
Post 3 Ref: 1857  
Required for September 1987 an Assistant Special Needs Teacher, Scale 1 to cater for the needs of Commonwealth Immigrant pupils.  
Application forms and further details (S.A.E.) from the Director of Educational Services, Ref: P1 Dignity House, 2 Oldfield Road, Leeds LS1 3JF, to whom completed forms should be returned within 14 days of this advertisement.  
Enquiries operate an Equal Opportunity Policy. Full details of which will be sent to all applicants on request. (157644) 110022

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Some vertical grouping







## SECONDARY HEADSHIPS continued

## LANCASHIRE COUNTY COUNCIL

An Equal Opportunity Employer who encourages applications from all sections of the community

Headteacher - Group 1

Required September 1987 or as soon as possible. Send SAE (enclosing application form and curriculum vitae) to the Chief Education Officer, PO Box 61, County Hall, Preston PR1 8PL.

Closing date: 29th May 1987. (37488) 130016

## EDUCATION DEPARTMENT NORTH KENT AREA

## Appointment of

## Headteacher

January 1988

Gillingham, The Howard Grammar/Secondary School, Derwent Way, Raisham, Gillingham, Kent.

Group 13; Estimated Roll, January 1988, 1730.

Age Range 11-19

Applicants are invited from experienced and well-qualified candidates for this bilateral Grammar/Secondary Modern School, situated in the eastern part of the Borough of Gillingham. This vacancy will occur following the retirement of the present Headteacher at the end of the Autumn Term.

The Authority has a disturbance allowance scheme, under which assistance with the cost of removal and other related expenses is available.

Application form and further details from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE to whom they should be returned by 6th June 1987.

(10040)

**KENT COUNTY COUNCIL**

## DERBYSHIRE HEADSHIP SECONDARY

HEADSHIP CO/31/30

Group 10

William Allitt School, Sunnyside, Newhall, Burton on Trent, Staffs, DE11 0TL (Burton on Trent 218404/5) (11-16, NOR 861)

Application forms and further details (SAE please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG quoting reference X/JK/GL.

Closing date - 29 May 1987.

Developing Education for everyone's benefit

**DERBYSHIRE**

Our Council's policy is that all people receive equal treatment regardless of their sex, marital status, race, ethnicity, religion, age, or disability.

## HEADTEACHERS Secondary

Plymouth Whiteleigh Secondary School, Lancaster Gardens, Whiteleigh, Plymouth PL5 4AA (Roll 443)

Headteacher Group 5 (£20,412 - £21,168)

Required September 1987 (preferably) or January 1988. Further details and application form (see 16x23cm required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW.

Closing date 29 May 1987.

(100458)

**DEVON**

AN EQUAL OPPORTUNITIES EMPLOYER

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## BUCKINGHAMSHIRE

## COUNTY COUNCIL

## An Equal Opportunity Employer

## MILTON KEYNES AREA

## BRIDGEWATER HALL

## SCHOOL

## Headteacher - Mr. M. Davies

## MA

## Senior Teacher, Careers Co-ordinator

## Headteacher - Mr. M. Davies

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## COUNTY COUNCIL

## An Equal Opportunity Employer

## NORTH KENT AREA

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## SCHOOL

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## SUTTON

## LONDON BOROUGH OF

## SUTTON

## GLENTHORPE HIGH SCHOOL

## FOR GIRLS

## Sutton Common Road, Sutton,

## Surrey SM3 9PB

## Tel: 01-894 4307

## (3 form entry 11-18, approx.

## 850 on roll)

## Required September 1987,

## a teacher with a minimum of

## 5 years' experience in

## teaching secondary school

## pupils. The successful

## candidate will have pastoral

## and administrative

## responsibilities as well as

## being involved in all aspects

## of school management.

## Letters of application with

## curriculum vitae and names of

## three referees should be sent

## to the Headteacher, (37853) 130013

## Closing date 29 May 1987.

## A stamped addressed envelope,

## marked 'Sutton', should be

## enclosed with the application.

## (37857) 131018

## NORFOLK

## COUNTY COUNCIL

## EDUCATION

## DEPARTMENT

## FRAMINGHAM EARL

## HIGH SCHOOL

## Norwich Road,

## Framingham Earl,

## Norfolk NR14

## TOP

## Required September 1987, a

## teacher with a minimum of

## 5 years' experience in

## teaching secondary school

## pupils. The successful

## candidate will have pastoral

## and administrative

## responsibilities as well as

## being involved in all aspects

## of school management.

## Letters of application with

## curriculum vitae and names of

## three referees should be sent

## to the Headteacher, (37853) 131020

## Closing date 29 May 1987.

## A stamped addressed envelope,

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## (37857) 131018

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## COUNTY COUNCIL

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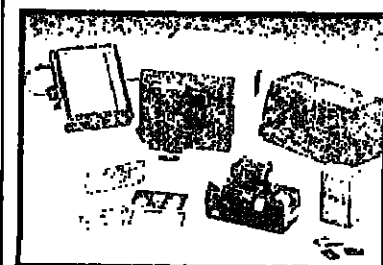
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EXTRA

Computer simulations – an opportunity to explore

# What will happen if...?



## Image of the future

from another Japanese company, Elmo, now corners the market. New 16mm projectors from Elmo and Elmo start at around £1,000. Bell and Howell have moved on from film and into computer graphics with the De Grief workstation, but are committed to providing spares for existing 16mm projectors, as long as owners and users need them.

## Open reel recorders

Now that digital audio tape, or DAT, has been launched in Japan, fewer firms are even trying to sell open-reel analogue tape recorders. But Revex, which manufactures on the German-Swiss border, still does well with the famous B77.

The B77 costs a little over £1,200, which is £400 more than a DAT recorder capable of taping two hours of CD-quality stereo on a cassette the size of a credit card. Revex believe the size of a credit card is a small selling point, but the B77, with 10-inch spools giving shorter playing time than a DAT cassette, still sells because of ease of editing. Cutting and splicing open-reel tape is like working with film. "There are people who can do it blindfold," says Revex. Editing DAT recordings requires electronic dubbing equipment, like the type used for professional video editing.

Wembley saw the appearance of two interesting small items. JBL, the US loudspeaker manufacturer who are represented in this country by Human at Stough, are now selling a small and almost indestructible loudspeaker, the Control 1 (£150 a pair). They sit neatly on a bookshelf or even microphone stand, but are physically tough enough to withstand classroom knocks. They also cope with almost any electrical overload, meaning that even the most powerful amplifier will not burn them out. The Control speakers are magnetically shielded, so they can be used close to a television set without distorting the shape or colour of the picture.

Matronic, of Wokingham in Berkshire, are selling a budget version of the laser pointers which are now used by an increasing number of lecturers. The LP-100 runs on two 9-volt batteries. It incorporates a helium-neon laser which produces a brilliant spot of red light over a distance of 150 feet in normal lighting conditions. The batteries run for nearly an hour with continuous use, and will give several thousand short bursts of intermittent use. Cost of the LP-100 is £195 and it is small enough to slip into a pocket. If the price of laser pointers keeps on falling, the days of the blackboard rod are numbered.

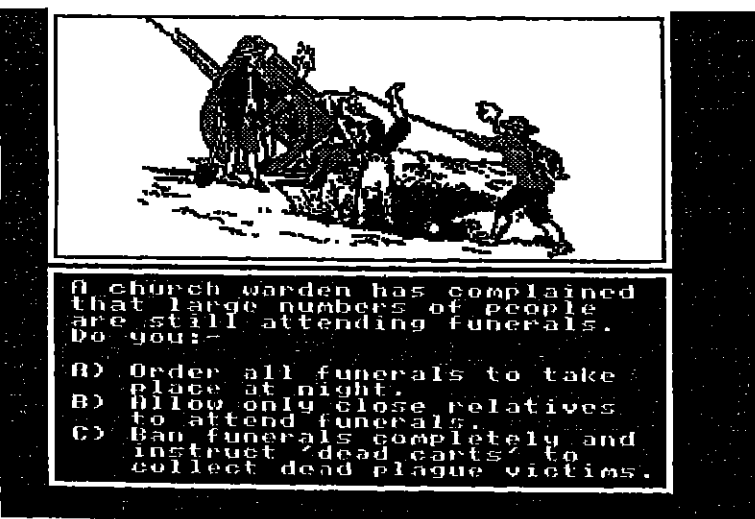
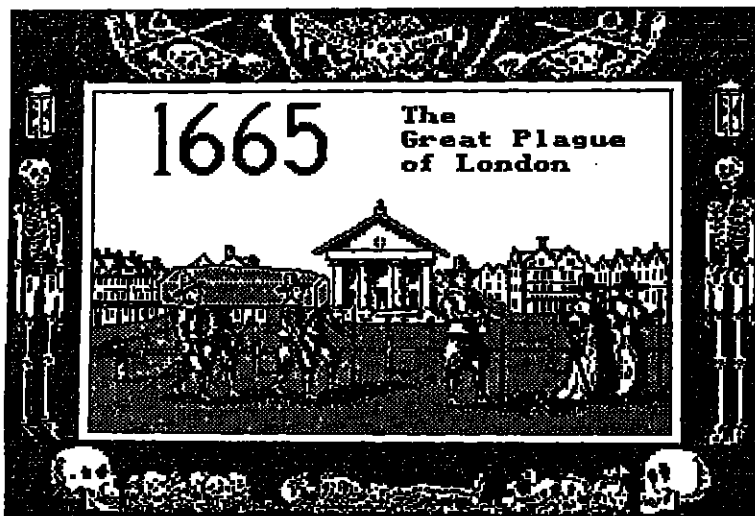
Computer simulations attempt to provide a model of a particular situation or the principles of some law. Depending on their audience, the models on which they are based may be quite restricted (eg *Camping* from Northern Micromedia), or complex and wide-ranging (eg *Production Line* from COIC, the Careers & Occupational Information Centre). Their value lies principally in the user's being able to hypothesize "I wonder what will happen if..." and to predict "that will happen if..." within a context created by the software.

In school, the simulations provide children with opportunities to explore situations that are otherwise out of reach because they are either dangerous or impossible to capture by other means. In addition to the full range of subject-orientated skills, knowledge and concepts, a good simulation should develop the skills of decision making and self-reliance, and foster attitudes of co-operation and empathy.

To what depth the simulation is used is determined by the teacher, but it can form the basis for a substantial amount of classroom work encompassing many areas of the curriculum. It may become an all-encompassing topic where supporting resources need to be gathered, or it can be one of many activities, each with a common theme. With any computer-based simulation there will be a number of skills and concepts that the children must possess if they are to gain most benefit from the experience. The teacher must develop the learning resources and be prepared to adopt an advisory role.

Finding suitable software for young children is always a headache. So two releases last year by Northern Region Information Consortium are most welcome. *SupermarketShops* and *Camping* may be used by quite young children. The level of language, the concepts involved and the program design means that children of seven and up can realistically attempt the tasks involved independently. *SupermarketShops* requires a Concept Keyboard to be used as the overlays provided give children the opportunity to practise the skills needed for shopping (including the Green Cross Code). *Camping* is a simulation of a weekend camping trip, which encourages children to carry out a successful and safe expedition. Both packages provide an impressive range of copiable support materials and a fund of ideas for classroom use.

For the middle and top of the primary age range there is a wealth of materials. Cambridge Micro Software, a division of Cambridge University Press, have extended their popular *First Projects* Series with the introduction of *Rainbow River*. *Rainbow River* invites children to balance the flow of



CHRIS DRAGE

sewage and factory waste into a river against the water drawn off to fill a reservoir. The aim is to achieve a balanced system which attracts rainbow trout back to the river. The effects of pollution are graphically portrayed, and maintaining the right balance requires careful judgements. This package provides a most valuable addition to resources based on the theme of conservation, rivers and/or the water cycle.

Archaeology has been a popular scenario for computer simulations. The latest offering, *Rompton Combe* from Magnolia Soft, allows children of middle-primary age to excavate a Roman fortress. Details of an archaeological site may be easily created by the teacher using the program's editor, and the program can be used time and again in a variety of scenarios. *Farmer Giles* is another package by

North American continent to arrive safely in California. The "preparation" section in the simulation provides the historical background necessary for the children to become sympathetically aware of the needs and problems of pioneers. A great deal of empathy is generated by this package and the quality of the support materials is excellent.

Very recent and cast in the same mould, is *1665 - The Great Plague of London*. Children take on the role of members of an area public health committee and are faced with the many problems of a major disaster. Again, it is the quality of support materials which makes this such a valuable package.

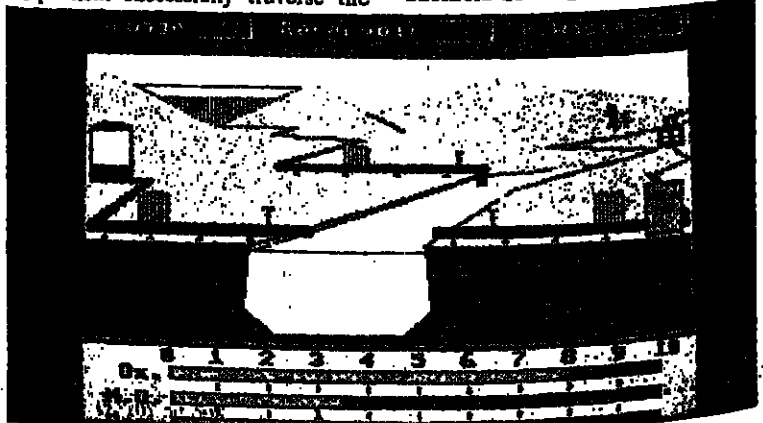
Simulations for secondary school use tend to be subject-orientated. There is a shortage of the broad, cross-curricular scenarios to which primary children are accustomed, but one exception is the growing range of software from COIC, a branch of the Manpower Services Commission. Their two latest simulations, *The Game of the Thing* and *Production Line* continue the theme set by *SupermarketShops* and *Hotel*, that "there's only one way to learn about business - by experience".

*Production Line* promotes understanding of the processes of decision making involved in making things in a commercial environment. *The Game of the Thing* involves the whole class in running their own football team in a competitive league and draws on and develops a wide range of skills. Not simply financial studies packages, each simulation takes into account almost all elements in the scenario. So thorough and well designed are they, that by the end of the course all the students will feel they really have "run a business".

Most of the above simulations will challenge the children's own initiative by making them feel responsible for their learning. Common to each is the ability to enhance the pupils' planning and predicting skills and the excitement and motivation they promote. Perhaps the reason why children find simulations so exciting is that they can test their hunches, compare strategies and swap snippets of vital information. Some will even experience sleepless nights over the exercise.

*SupermarketShops*; *Camping*, discs for BBC B/B+Master 128, RML 480Z £11 each + VAT from Northern Region Information Consortium Centre (NORIC), Resources Centre, Coach Lane Campus, Newcastle Upon Tyne NE7 7XA. *Rompton Combe*; *Farmer Giles*, discs for BBC B £10.95 each, from Magnolia Soft, 24 Elliot Close, Exeter EX4 5ED.

*Rainbow River*, disc for BBC B £12.95 + VAT, from Cambridge Micro Software, Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU. *Wagons West*, disc for BBC B £29.75. *1665 - The Great Plague of London*, starter pack for BBC B £18.50, from Tressell Publications, Lower Ground Floor, 70 Grand Parade, Brighton, East Sussex BN2 2JA. *Pathfinder*, disc for BBC B/B+Master 128, £23 + VAT from Cambridge Micro Software, Town Hall, St Ives, Huntingdon PE17 4AL. *Production Line*; *The Game of the Thing*, discs for BBC B £25 each + VAT, from COIC, MSC, Moorfoot, Sheffield S1 4PQ.



Rainbow River: a graphic portrayal of the effects of pollution

EXTRA

Pinned up, blown up or cut up, context is all

# Chart toppers

There they are: heads of Shakespeare, maps of the world, the Life Cycle of the Blue Butterfly, gazing down on the swirling mass of children from corridor and classroom wall. But do the children gaze at them? And is the information they contain efficiently conveyed?

For Geoff Fox of the King Alfred College of Education, Winchester, the pictures of Shakespeare "could stay up there for ever and no one notice them". Modern authors, on the other hand, are much in demand. He is in favour of children - and trainee teachers - making their own visual aids, even cannibalizing commercial products for collages. For Brian, a lecturer in business education, the most useful posters are the free handouts from travel agents. For Angi, a teacher at John Scarr School, Whitechapel, "a wallchart is superfluous once you've got the work out of them".

Moir Wilson, Lecturer in English Communications at Lewes Technical College, favours BBC posters accompanying series, but there is "definitely a gap which commercial publishers could move into - in women's and multi-cultural issues". Opinion is unanimous on one thing: as Bernard Ashley, Head of Charlton Manor Junior School in London, says, "the best wallcharts are those the teachers and children make themselves".

So what do the publishers produce and who buys it? With ever-tightening capitation allowances and a constant flood of freebies from bodies as diverse as the Health Education Council (as was) and Shell, the market has crystallized in a few areas. Maps are perennially useful. Hestair Hope sell a

## VICTORIA NEUMARK

couple of thousand Phillips maps a year, and a blank map which can be written on with felt-tip pen (developed from a teacher's idea) is selling well. E J Arnold sell 800 world maps and quantities of playcloths, playmaps and write-on wall maps. Other dependable buys are freizes and calendars from E J Arnold with a "chart of the stars" for astronomers from Hestair Hope.

So far the market leaders at Hestair Hope are the environment series, beautiful nature illustrations for primary and middle school, which sell around 2,000 per year. Breeds of dogs, strains of cattle, the kind of chart which brightens the wall of many a classroom regularly features in *Child Education* and *Junior Education*'s central fold-out posters (sales 59,000 and 31,000 respectively). Scholastic, who publish the two magazines, are now producing poster packs for classroom use. The first two are on multiplication and number.

It is not only science which grabs the eye. Hot news in the poster field are the burgeoning lists of multi-cultural educational materials. Tim Kendall of Pictorial Charts Education Trust, identifies a market shift from secondary school social skills (budgeting, insurance) to posters on world religions written by members of the religions themselves. Between 500 and 2,000 are sold each year and not merely, as Hestair Hope finds, to inner-city areas. Teachers in Devon and Cornwall also feel the need to prepare their children for our multi-cultural country.

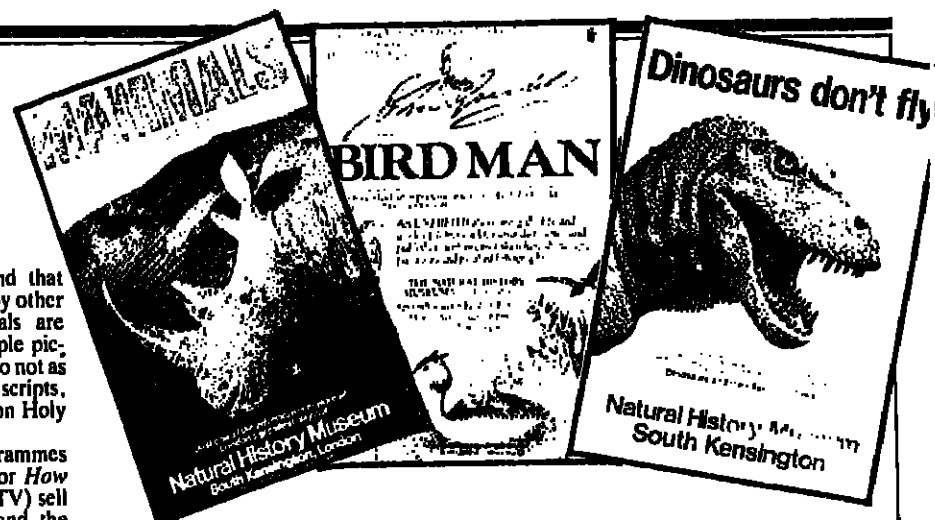
PCET aim their products at the 12-year-old, expecting a range of use

four years each side, and find that depictions of life as it is lived by other children and religious festivals are popular. "Fairly bold and simple pictures with a minimum of text" do not as yet extend to printing in other scripts, with the exception of a series on Holy Books.

Tie-ups with television programmes such as *Near and Far* (BBC) or *How We Used To Live* (Yorkshire TV) sell in relation to broadcasting; and the Electro-Magnetic Spectrum is also in there with 500 sales per year (out of 5,000 secondary schools). PCET aims there with 500 sales per year (out of 5,000 secondary schools). PCET aims there with 500 sales per year (out of 5,000 secondary schools). PCET aims there with 500 sales per year (out of 5,000 secondary schools).

Not so; according to Bernard Ashley, much of the output comes from commercial concerns. He, and no doubt others, would not put up a Shell product until Shell comes out of South Africa. Though admitting that as "a personal constraint", Mr Ashley points out that everyone will have their own reservations about sponsored wall displays. Gymnastics award posters with breakfast cereals prominently in view may not be everybody's cup of tea.

Angi of Whitechapel finds that wallcharts for five to nine-year-olds tend to contain too much information. To overcome this she, in common with many other teachers, lays them flat on the table as a resource in project work.



'More butterflies, modern authors, women's issues, multi-cultural concerns, atomic tables, please!'

Nature and science get better marks here than maths and history, though story wall-charts of the kind that Geoff Fox builds with secondary school children studying a novel are useful.

Context, within lesson or curriculum, is all, and manufacturers would do well to include more imaginative suggestions for use. As it is, the Natural History Museum's dinosaur posters were "neglected on the wall but devoured on the table". One teacher was most enthusiastic about local Ordnance Survey maps photocopied, blown-up and stuck on the wall as a basis for all kinds of visual display and learning.

Rather than "brightening up a dull corner of the classroom", then, teachers do take posters and wall charts seriously, more seriously perhaps than the manufacturers expect. Bernard Ashley uttered a plea for more good reproductions of great paintings, such as some I.e.s. Ian collections possess. Hestair Hope, on the other hand, are thinking of dropping their Great Masters reproductions due to lack of demand. Meantime Athena cleans up. Moira Wilson was so disgusted by the recent Government

heroin posters ("remarkably bad and unrealistic") that she used them as a counter-example in a media studies course.

Those who want, in Geoff Fox's words, to make the classroom a context for learning, would welcome more secondary school-named visual aids which were neither patronizing nor over-crowded with information. Nobody wants to draw a diagram of an oil rig over and over again; teachers want to keep work on blackboard or flip chart for illustrating discoveries in class, not for indicating information which vivid printing could convey more clearly. More butterflies, modern authors, women's issues, multi-cultural concerns, atomic tables, please!

Hestair Hope, St Philip's Drive, Royton, Oldham OL2 6AG.  
E J Arnold, Parkside Lane, Dewsbury Road, Leeds LS11 5TD.  
Scholastic Publications, Marlborough House, Holly Walk, Leamington Spa, Warwickshire CV32 4LS.  
Pictorial Charts Education Trust, 27 Niche Road, London W13 0UD.  
Ordnance Survey, Tomes Road, Maybush, Southampton SO9 4DH.  
Oxbridge Television, Television Centre, Leeds 1 BBC Education Information, Wilms House, The Broadway, Ealing W5 2PA.

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Cambridge University Education Centre, available  
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EXTRA

New patterns of teaching, learning and communicating

## The search goes on

The last seven months have witnessed a higher public profile for interactive video. The appearance of Michael Wood with Domesday videodisks on the front cover of *Radio Times* took the idea of interactive video out to the general public for the first time.

Because the discs use most of the soundtrack for data, rather than synchronized sound, Domesday is more of an interactive database than interactive video. As a high-priced non-standard system, it seems more to have priced itself out of the education market and to lack credibility as a serious business tool – without the assurance of cheap and regular updates, or any facility to print or personalize the data, few businesses will wish to buy a non-standard system at £4,000 to £4,500.

Gordon Derham of Research Machines estimates orders so far as around 80:20 education to business. The business market isn't taking off as anticipated, he says, because both Acorn and Research Machines are known to specialize in education, and the Domesday concept is difficult to get across. Business customers might only want one system per organization, so Domesday would not be cost effective. RM has even decided against producing an IBM PC-compatible version of the system.

Still, Domesday has increased public awareness that maps, pictures and databases can be stored on a videodisk and searched under computer control. It has also contributed an interesting

slant to the eight-bit/16-bit dilemma in which many i.c.s. find themselves. Research Machines' Domesday system costs £4,495 plus VAT but their schools' price is £3,445. Deducting the Department of Trade and Industry's £200 software subsidy leaves a bottom line of £3,245 plus VAT – only £250 more than Acorn's price, for a far better system: a full 16-bit micro with 512K and a built-in 120K disc drive.

Even Acorn-based i.c.s. may find this tempting. It isn't economic to upgrade existing BBC Micros to drive the Domesday system, and if they're contemplating buying one, the micro will in effect be dedicated to Domesday searching anyway. The Research Machines system scores heavily in search times, graphics handling and ease of updating, mainly because the Nimbus can deal with data in chunks of 512K instead of 64K. So this is a good application for experimenting with 16-bit technology.

At the Domesday launch last November, the demonstration of the Acorn system displayed search delays of up to 11 seconds, presumably because it kept having to retrieve software and data from the videodisk, incurring a search time of a second or so on each seek. According to RM, on a one kilometre scale, the Nimbus can build up a display in 45 seconds compared to four minutes on the Acorn.

But the Nimbus's most important advantage is less obvious. Software on floppy disc is much easier and cheaper to update than on videodisk. By micro-computer standards, the Domesday software is immense: 500K of compiled code. Even if it had been extensively field-tested, the chances of its being completely free of bugs seem slim. According to April's *Inside IT* newsletter, major errors were found in Logica's code and led to re-mastering of the videodisks and months of delay in shipping systems of either kind. Others say that the fault lay in Philips' videodisk mastering. Either way users of the RM system should be grateful that their software is on floppy, especially as a printer dump utility is being thrown in. Nevertheless, without use-

## JACQUETTA MEGARRY

able videodisks until late February, RM could not begin shipping systems until early March. By the end of April they had shipped 20 systems with a couple of hundred on order.

For many educational applications, eight-bit technology is perfectly adequate, but searching and processing a large database is precisely the kind of task that shows up 16-bit superiority. On a straight comparison, it will be hard to resist the 16-bit advantage at negligible extra cost.

Soon after the Domesday launch came the British Interactive Video Association (BIVA) conference in Brighton. Its exhibition confirmed the domination of IBM-clone systems in the business world of interactive video, with Videologic's MIC system emerging almost as a standard interface. (See page 53).

It's too soon to know how the fledgling industry will react to IBM's Personal System 2 (launched in April), though it's bound to unsettle the market. Its new graphics standard will be a welcome improvement over the EGA and Hercules boards and their like, and its official status should reduce the confusion, but it will be incompatible with existing software and presumably with MIC. Since the new operating system, OS/2, is not even due until later this year, there will be a long delay before firms such as Videologic can even begin developing the PS/2 successor to MIC.

BIVA provided some interesting insights from the US into possible input devices of the future. Imagine a welding simulator that the user could weld with a light pen, held like a welding torch against a horizontal screen simulating the workplace. The trainee can control all aspects of torch movement, gas mixture and temperature in a highly realistic simulation, with instant feedback in colour.

Such a system exists, designed by David Horn, who pioneered the famous American Heart Association's IV system for teaching resuscitation with input from sensors on a wired-up dummy. Both are very specific but

immensely appropriate examples of applying an interactive video simulation to a task in which trainees can make expensive or dangerous mistakes if left to experiment on real-life subjects. Horn's work provides an important target for education to aim at.

Touch screens are immensely popular as input devices, and work with around 80 per cent of American IV programmes. The US Army's massive EIDS programme (Electronic Information Delivery System) will employ both touch pad and light-pen; the videodisk player is a modified Hitachi VHS-9550. EIDS will define the standard for interactive video and computer-based training throughout the US armed forces, and could be the most important development of 1987. The initial contract, won by Canadian Commercial Corp., is worth \$12 million, will deliver 2,000 units this year and could lead to a total of \$220 million (50,000 units).

By comparison, investment in the UK is still small-scale. But there is no shortage of talent among British designers, as the Philips interactive videodisk awards recognized. The top trainee education BIVA award went to Shell UK's *Slips, Trips and Falls*, an ingenious programme on oil rig safety. The trainee views realistic video of a developing incident, and can interrupt at any time to "eavesdrop" on the leading characters. By intervening at critical moments, trainees can prevent or exacerbate accidents.

Freelance designer Tina Eden is well known in the world of simulation and gaming; it is refreshing to see educational thinking of this quality applied to worthwhile purposes. The same method could readily be transferred to other topics: safety in schools and colleges, interview techniques, life skills, even education on AIDS.

Many IV stands deliver point-of-sale and public information – relevant to the teacher more as a reminder of how differently we may acquire information than do our shopping in the future than for any immediate applications. A welcome development is the inclusion of dot-matrix printers with impenable rolls of paper in vandal-proof booths, so that the user can take away

a printout, even from unattended kiosks in public places. One day to Science teachers are shown a Laboratory from John Wiley, produced by Futuremedia via a selection of experiments in chromatography, distillation, electrolysis. AC circuits without cost or danger. BBC Model B/Master with a LaserVision player, and computer costs £350. As a gas chromatograph is a valuable resource for teaching, a helpful videotape, available on free loan from Wiley.

Making an interesting contrast is the Domesday hype and BIVA's award-winners in IVIS – eight interactive Video In Schools projects, with a total budget of only £1.5 million over two years from the DTL. Last March, by now eight different schools should be in use in 32 UK schools, with a further 60 schools joining in the summer. The videodisks were made early this year and cover a wide range from primary to teacher education, from maths through French, geography, environmental studies and design to social and personal skills. The systems are based on videodisk players, existing monitors, monitors which can super-impose signals from video sources and bespoke software.

The eight projects embody the range of teaching strategies from a programmed textbook to open-ended decision trigger. Most have created video material specially, but the programme disc produced by Loughborough University is a compilation of material. It encourages flexible use by teacher to self-directed learning by pupils. Images can be combined, arranged and have text superimposed to tell a different story.

On March 8, pupils at Nethel school took weather data (temperature, wind and cloud conditions) at different times of day and linked these observations with transparently chosen from the videodisks. They combined data, text and images to create form of "visual essay" presented on IV system, reinforcing the links between practical, visual and verbalizing. This tiny example points towards IV's potential to change radically terms of teaching, learning and communicating.

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## BEDFORDSHIRE EDUCATION SERVICE

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# BRENT EDUCATION

*towards  
a better future*

## COME AND JOIN US

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- hostel facilities available
- Special schools—exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

### Primary

#### NURSERYTEACHER (Scale 2)

**BRAIN CROFT INFANTS SCHOOL,**  
Warren Road, NW2. Tel: 01-452 6109

Required as soon as possible—  
**NURSERYTEACHER (Scale 2)**  
with responsibility for promoting links with the community/assisting with pre-school home visiting. The successful candidate will work in a large Nursery (60 places) under the direction of a Scale 3 Head of Nursery as a teaching member of the team of 3 Nursery Teachers and 2 NNEB's.

#### TEACHER of SPECIAL NEEDS (Scale 3)

**BRAIN CROFT JUNIOR SCHOOL,**  
Warren Road, NW2 7LL. Tel: 01-452 2413 (Roll: 320)

Required from SEPTEMBER 1987—  
**TEACHER for SPECIAL NEEDS (Scale 3)**  
to organise multi-professional assessment, resourcing, and special educational provision within or without the classroom. He/she would also have specific responsibility for advising members of staff on special needs matters.

#### P.E. CO-ORDINATOR (Scale 2)

**BRENTFIELD JM & I SCHOOL, 41 and**  
43 Meadow Garth, London NW10 0SL.  
Tel: 01-965 5326.

Required from Summer Term—  
**P.E. CO-ORDINATOR (Scale 2)**  
Class teacher required to co-ordinate and develop PE throughout the school.

#### TWO CLASS TEACHERS (Scale 1)

**BYRON COURT PRIMARY SCHOOL,**  
Spencer Road, Wembley, Middx. HA0 3SF. Tel: 01-904 2785 (Roll: 457)

Required from September 1987—  
**TWO CLASS TEACHERS (Scale 1)**  
to take in the first instance Top Infants or Lower Juniors. This is a large multi-cultural school containing many children of high academic ability. The school offers much scope and flexibility for professional and career development. Induction support will be provided for probationers. Visits welcome.

#### INFANT/JUNIOR TRAINED TEACHER (Scale 2)

**ELSLEY JUNIOR MIXED & INFANT**  
SCHOOL, Tokington Avenue,  
Wembley, HA9 6HT. Tel: 01-902 8003.

Required from SEPTEMBER 1987—An enthusiastic and experienced  
**INFANT/JUNIOR TRAINED TEACHER (Scale 2)**

to teach in this multi-ethnic, pleasant, friendly open plan school. The successful applicant will be responsible for the development of Thematic and Social Studies in the school curriculum. All candidates should show a commitment to the school's policy on race and gender equality. Visits to the school welcomed.

#### CLASS TEACHER (Scale 1)

**FRYNT INFANT SCHOOL, Church**  
Lane, NW9 8JD. Tel: 01-205 4047.

Required from SEPTEMBER 1987—Enthusiastic  
**CLASS TEACHER (Scale 1)**  
for infant class to work in a lively child centred school with a supportive staff. Those applying should be interested in individualised reading and all aspects of equal opportunities.

#### TEACHER responsible for LANGUAGE DEVELOPMENT (Scale 2) TEMPORARY FULL TIME TEACHER (Scale 1 or 2) CLASS TEACHER for COMPUTER & A/V (Scale 2)

**FURNESS JUNIOR SCHOOL, Furness**  
Road, NW10 5YT. Tel: 01-965 5977 (SPA  
Range £201-£276)

Required from SEPTEMBER 1987—An enthusiastic  
**TEACHER (Scale 2)**  
to be responsible for LANGUAGE DEVELOPMENT across the curriculum, throughout the school. Visits to the school welcomed.

#### TEMPORARY FULL TIME TEACHER (Scale 1 or Scale 2)

to cover maternity leave. A Scale 2 may be available for a suitably experienced teacher. Visits welcomed.

#### TEACHER for COMPUTER and A/V (Scale 2)

Required from SEPTEMBER 1987  
**TEACHER for COMPUTER and A/V (Scale 2)**  
to co-ordinate and develop the place of the micro-computer in the curriculum of a forward looking Junior school and to be responsible for the development of A/V throughout the school. The school is equipped with a well resourced micro-computer centre. Visits to the school welcomed.

#### NURSERYTEACHER (Scale 2)

**GLADSTONE PARK INFANT SCHOOL,**  
Sherrick Green Road, NW10. Tel:  
01-452 1027.

Required from SEPTEMBER 1987—  
**NURSERYTEACHER (Scale 2)**  
to be in charge of a class with 30 children in the morning and 20 in the afternoon. There is a full-time Nursery Nurse and a Language Teacher also assisting in the school.

#### TEACHER (Scale 1 or 2)

**GLADSTONE PARK JUNIOR**  
SCHOOL, Sherrick Green Road,  
NW10. Tel: 01-452 1250. (Roll: 260, SPA  
Range £201-£276)

Required from SEPTEMBER 1987—  
**Enthusiastic TEACHER (Scale 1 or Scale 2)**  
to develop and co-ordinate a progressive PE and Games programme.

#### TEACHER to take responsibility for a RECEPTION CLASS (Scale 1) TEACHER of SCIENCE (Scale 2) TEACHER (Scale 2)

**LEOPOLD JUNIOR MIXED & INFANT**  
SCHOOL, Oldfield Road, NW10 9UU.  
Tel: 01-459 5654. (Roll: 250+, SPA  
Range £201-£276)

Required from SEPTEMBER 1987—  
**TEACHER (Scale 1)**  
to take responsibility for a Reception Class. Applicants must have knowledge or experience of infant practice. The staff work co-operatively with colleagues, parents and community towards developing an anti-racist/anti-sexist curriculum.

Required from SEPTEMBER 1987—  
**TEACHER for SCIENCE (Scale 2)**  
to take responsibility of a Junior class initially. The postholder will have a leading role to play in formulating guidelines for Science throughout the school. The staff work co-operatively with colleagues, parents and community.

Required from SEPTEMBER 1987—  
**TEACHER (Scale 2)**  
to take responsibility for developing and implementing school policies for R.E. and SOCIAL STUDIES. The staff work co-operatively with colleagues, parents and community towards developing an anti-racist and anti-sexist curriculum.

#### INFANT TEACHER (Scale 2)

**NORTHVIEW JM & I SCHOOL,**  
Northview Crescent, NW10 1RD. Tel:  
01-450 7982. (Roll: 177 + Nursery)

Required from SEPTEMBER 1987—  
**INFANT TEACHER (Scale 2)**  
An experienced and enthusiastic Infant Class Teacher. An interest in developing social studies throughout the school is essential.

#### TEACHER with responsibility for LANGUAGE DEVELOPMENT and LITERACY (Scale 2)

**OLIVER GOLDSMITH JUNIOR MIXED**  
SCHOOL, Conlston Gardens, NW9  
7BA. (Roll: 185)

Required from SEPTEMBER 1987—  
**TEACHER (Scale 2) with responsibility for**  
LANGUAGE DEVELOPMENT and  
LITERACY including LIBRARY

Applicants are invited from enthusiastic and experienced teachers to co-ordinate language development and literacy throughout the school. The applicant must be prepared to develop a cross-curricular 'language experience' approach to this area. Applicants must be firmly committed to raising pupil attainment and to taking positive steps to implement an equal opportunities approach to education.

#### NURSERYTEACHER (Scale 2)

**OLIVER GOLDSMITH INFANTS**  
SCHOOL, Conlston Gardens,  
Kingsbury, NW9. Tel: 01-205 7693  
(Roll: 195)

Required from SEPTEMBER 1987—  
**A NURSERYTEACHER (Scale 2)**  
0.5 mornings only for this 20 place Nursery.

#### TWO JUNIOR TEACHERS (Scale 1)

**PARK LANE JUNIOR MIXED &**  
INFANTS SCHOOL, Park Lane,  
Wembley, HA9 7RY. Tel: 01-902 5006.  
(Roll: 370)

Required AS SOON AS POSSIBLE—  
**2 JUNIOR TEACHERS (Scale 1)**  
Required for this multi-ethnic school near Wembley Stadium. The teacher appointed must understand and share the school's commitment to multi-cultural and non-sexist education.

#### TEACHER (Scale 1)

**ROE GREEN JUNIOR MIXED**  
SCHOOL, Princes Avenue, Kingsbury  
NW9 9JL. Tel: 01-204 5221. (Roll: 435)

Required from SEPTEMBER 1987—  
**TEACHER (Scale 1)**  
to work as part of a first year team.

#### MUSIC CO-ORDINATOR (Scale 2) INTEGRATED HUMANITIES TEACHER (Scale 2) P.E. CO-ORDINATOR (Scale 2) HEALTH EDUCATION TEACHER (Scale 2)

**STONEBRIDGE JUNIOR SCHOOL,**  
Shakespeare Avenue, NW10 8NG. Tel:  
01-965 5653. (Roll: 190)

Required from AS SOON AS POSSIBLE—  
**MUSIC CO-ORDINATOR (Scale 2)**  
An experienced Class Teacher to be responsible for co-ordinating the teaching of Music throughout the school. Visits welcome.

Required from SEPTEMBER 1987—  
**INTEGRATED HUMANITIES TEACHER**  
An experienced trained teacher with responsibility for revising and developing an Integrated Humanities approach throughout the school. Visits welcome.

Required from SEPTEMBER 1987—  
**P.E. CO-ORDINATOR (Scale 2)**  
An experienced Primary trained Class Teacher to be responsible for co-ordinating PE and Games throughout the school. Some knowledge of Movement will be an advantage. Visits welcome.

Required from SEPTEMBER 1987—An  
**EXPERIENCED JUNIOR TEACHER**  
required from September to co-ordinate and develop a programme for Health Education throughout the school. The successful applicant will be working with a supportive and enthusiastic staff. Visits welcome.

#### TEACHER OF MUSIC (Scale 2)

**MALORENS INFANT SCHOOL,**  
Christchurch Avenue, London NW6  
7PB. Tel: 01-459 3038. (Roll: 200)

Required from SEPTEMBER 1987—An enthusiastic and energetic  
**TEACHER OF MUSIC (Scale 2)**

to take responsibility for organising Music throughout in a school which has a long tradition of a very high standard of musical experience. Silver Burdett Music Programme is currently used in the school.

#### TWO CLASS TEACHERS (Scale 2 available)

**HARLESDEN JM & I SCHOOL, Acton**  
Lane, NW10 8JT. Tel: 01-965 7445.

Required from SEPTEMBER 1987—  
**TWO EXPERIENCED CLASS TEACHERS (Scale 1)**  
but Scale 2 available for suitably qualified candidates. Please state interest.

#### TEACHER OF MATHEMATICS (Scale 1)

**ALPERTON HIGH SCHOOL, Stanley**  
Avenue, Wembley HA0 4JE. Tel:  
01-902 2038. (Roll: 930).

Required from the SUMMER TERM—Enthusiastic and energetic  
**TEACHER OF MATHEMATICS (Scale 1)**  
to teach in a large multi-ethnic, comprehensive school. The vacant post includes work up to A level. The school is strongly committed to policies of equal opportunity in race and gender.

#### HEAD of FACULTY of LANGUAGE and COMMUNICATION (Scale 4)

**AYLESTONE COMMUNITY SCHOOL,**  
Aylestone Avenue, NW6 7AD. Tel: 01-  
451 0088/9. (Roll: 650 + 150 Adult Day  
Students + 1,500 evening students,  
Social Priority School + possibility of  
Community School Allowance.)

Required AS SOON AS POSSIBLE—  
**HEAD of FACULTY of LANGUAGE and**  
COMMUNICATION (Scale 4)

The Faculty encompasses English, Modern Languages (French, German, Gujarati, Hindi and Urdu), E2L teaching, Compensatory Education, Drama and Music. Applicants should be able to accept direct responsibility for the English Department and to co-ordinate the other Departments within the Faculty. The school is committed to anti-racist and anti-sexist policies and applicants must be supportive of these moves and also be sympathetic to the demands of adult students who join 6th form classes for preparation for public examinations.

#### HEAD of ENGLISH (Scale 4)

**BRONDESBURY AND KILBURN HIGH**  
SCHOOL, Salisbury Road, NW6 6PE.  
Tel: 01-624 5168.

Required from SEPTEMBER 1987—  
**HEAD of ENGLISH (Scale 4)**

A well qualified, enthusiastic and experienced teacher to head the teaching of English throughout the school. This is a very well organised and committed area of the curriculum with an outstanding record of success. The school is organised on a mixed ability teaching basis to examination level and is firmly committed to implementing policies on gender and race. The successful applicant would be expected to continue these initiatives and to contribute to the development of whole school policies. Application forms from the school to be returned by 26th May 1987.

#### NURSERYTEACHER (Scale 2)

**TEACHER of COMPUTERS/  
A/V (Scale 2)  
INFANT TEACHER to take  
responsibility for SCIENCE/  
TECHNOLOGY (Scale 1)  
MUSIC TEACHER (Scale 2)**

**SUDBURY INFANT SCHOOL, Watford**  
Road, Wembley, HA0 3EY. Tel: 01-904  
6438

Required from SEPTEMBER 1987—An enthusiastic  
**NURSERYTEACHER (Scale 2)**  
to work as a member of a team committed to anti-racist and anti-sexist policies. An interest in Music would be an advantage.

Required from SEPTEMBER 1987—  
**A TEACHER for COMPUTERS/A/V (Scale 2)**

#### HEAD of PHYSICAL EDUCATION (Scale 3)

**JOHN KELLY GIRLS' HIGH SCHOOL,**  
Crest Road, NW2 7SN. Tel: 01-452  
4842.

Required AS SOON AS POSSIBLE—  
**HEAD of PHYSICAL EDUCATION (Scale 3)**

An experienced, versatile and well qualified teacher as Head of Department who is able to teach Dance to GCSE level. A varied range of activities are taught to Years 1-5 including Modern Educational Gymnastics, Netball, Volleyball, Badminton, Trampoline, Athletics and Tennis as well as Dance to examination level. The applicant must have knowledge of the needs of the diverse cultural community in the school and of measures taken to meet these needs.

#### GEOGRAPHYTEACHER (Scale 1)

**KINGSBURY HIGH SCHOOL, Princes**  
Avenue, Kingsbury, NW9 9JR. Tel:  
01-204 9814. (Roll: 1575, 250 In Sixth  
Form).

Required from SEPTEMBER 1987—  
**GEOGRAPHYTEACHER (Scale 1)**  
to teach across the age and ability range within a successful department committed to an evolving curriculum. Assistance with field work is essential. There could be an opportunity to teach the Sixth Form for a suitably qualified candidate. This is a temporary post for 1 year to cover maternity leave.

#### HEAD of SOCIAL & INTEGRATED STUDIES (Scale 3)

**WEMBLEY HIGH SCHOOL, East Lane,**  
North Wembley, HA0 3NT. Tel:  
01-904 5066. (Roll: 760).

Required from SEPTEMBER 1987—  
**HEAD of SOCIAL and INTEGRATED STUDIES (Scale 3)**  
A well qualified and experienced teacher is sought to co-ordinate the Integrated Studies Programme in Year 1 and to develop the teaching of Sociology in the Upper School to GCSE and CCE A level. An ability to offer some Games teaching would be welcomed.

Required from SEPTEMBER 1987—  
**HEAD of SOCIAL and INTEGRATED STUDIES (Scale 3)**

A well qualified and experienced teacher is sought to co-ordinate the Integrated Studies Programme in Year 1 and to develop the teaching of Sociology in the Upper School to GCSE and CCE A level. An ability to offer some Games teaching would be welcomed.

Required from SEPTEMBER 1987—An enthusiastic and experienced teacher to take responsibility for SCIENCE/TECHNOLOGY throughout the school. Candidates must be prepared to continue the school's policy of involving parents in their children's education by organising workshops, displays etc. Candidates must also be committed to the Borough's anti-racist and anti-sexist policies.

Required from SEPTEMBER 1987—An enthusiastic and experienced teacher to take responsibility for SCIENCE/TECHNOLOGY throughout the school. Candidates must be prepared to continue the school's policy of involving parents in their children's education by organising workshops, displays etc. They must also be committed to the Borough's anti-racist and anti-sexist policies.

Required from SEPTEMBER 1987—An enthusiastic and experienced teacher to take responsibility for SCIENCE/TECHNOLOGY throughout the school. Candidates must be prepared to continue the school's policy of involving parents in their children's education by organising workshops, displays etc. They must also be committed to the Borough's anti-racist and anti-sexist policies.

Required from SEPTEMBER 1987—An enthusiastic and experienced teacher to take responsibility for SCIENCE/TECHNOLOGY throughout the school. Candidates must be prepared to continue the school's policy of involving parents in their children's education by organising workshops, displays etc. They must also be committed to the Borough's anti-racist and anti-sexist policies.

Required from SEPTEMBER 1987—An enthusiastic and experienced teacher to take responsibility for SCIENCE/TECHNOLOGY throughout the school. Candidates must be prepared to continue the school's policy of involving parents in their children's education by organising workshops, displays etc. They must also be committed to the Borough's anti-racist and anti-sexist policies.

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#### SECONDARY HISTORY

continued

**GLOUCESTERSHIRE**  
Please see display advertisement on Page 49.  
(51965) 132822

**HERTFORDSHIRE**  
**THE MARGARET DANE**  
SCHOOL,  
Furness Lane, Bishop's  
Stortford, Herts.  
Tel: 01-992 55936  
Full ability girls,  
enrichment/education  
building  
Required September, teacher  
of ECONOMICS and HIS-  
TORY or GEOGRAPHY to A  
Level.

There are attractive de-  
velopment possibilities for a  
business education with a  
modern interdisciplinary  
thrust, and the person  
appointed may have a central  
role in this development over  
the next few years as the  
school develops in the  
curriculum developments.  
The Authority operates an  
attractive incentive scheme.  
Further details of the post  
available from the Head at  
the school, to whom ap-  
plication should be made as soon  
as possible. (34070) 132822

**HUMBERSIDE**  
**EDUCATION COMMITTEE**  
**GRIMBY DIVISION**  
**WINTINGHAM SCHOOL**

Required from September  
1987: Well-qualified  
**TEACHER OF WELL-QUALIFIED**  
**SCALE 1** to share in the  
teaching of the subject  
throughout the school. Ap-  
plicants should be keen to pre-  
pare and develop a science  
curriculum to support the  
teaching of Mathematics and  
Early Modern History in lower  
school as well as the  
Twentieth Century World  
History syllabus.

The postholder of the  
post, contributed to the  
school's development in the  
teaching of the subject.  
An added responsibility will  
be in ability and willingness  
to continue this work and  
to act as a role model for  
other teachers in the school.  
Application forms are  
available from the Divisional  
Education Officer, Glen  
Street, Grimsby DN3 9TH.  
The successful candidate will  
be required to return by 28th May 1987.  
Humberside County Council  
Working Towards Equal  
Opportunities. 132822

**KENT**  
**COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**  
**NORTH WEST KENT AREA**  
**REXHAMPTON SCHOOL**

Required from the beginning  
of the Autumn Term a Scale 1  
teacher of History to take  
responsibility for the teaching  
of the subject in the school.  
The school is a pleasant  
situated on a 11.18 mixed comprehensive  
site. The school is part of the  
London Borough of Havering  
and Bromley yet close to the  
open countryside of the  
North Downs. History is  
taught to all years of the  
school as both part of an  
inter-disciplinary approach  
and a separate subject.

The person appointed  
would be expected to develop  
the school's Council History  
Project to GCSE and Adv-  
anced Level History as well  
as contribute to the wider  
teaching requirements of the  
Humanities Department.  
An interest in curriculum  
development and research for  
this post, since the proposed  
future developments demand  
more than a single subject  
orientation.

Applicants by letter, in-  
cluding CV and names and  
addresses and telephone num-  
bers of two people to whom  
reference may be made  
should be sent to the Head-  
master as soon as possible.  
Further details should be  
obtained on receipt of a SAE.  
Possibility of help with tem-  
porary housing in approved  
cases.

**NORTH WEST KENT AREA**  
**EDUCATION DEPARTMENT**  
**ENGLAND SCHOOL**  
Headmaster: Keith Blackburn  
Kent DA11 7LS

A suitable all-ability 6PE  
11-18 School.  
Pupils 128 in Sixth form.  
Headmaster: Keith Blackburn  
Required from September  
1987: A teacher of History  
(Scale 1), to join a develop-  
ing and exciting Department.  
Pupils are prepared for GCSE  
and Advanced Level examinations,  
and the Department offers  
the Schools Council approach  
to the subject. The ability  
to contribute to the teaching of  
English would be welcome.  
Apply in writing to the  
Headmaster giving names,  
addresses and telephone num-  
bers of two referees.  
Possibility of help with  
temporary housing in  
approved cases. 132822  
(35677)

**LINCOLNSHIRE**  
**BOURNE GRAMMAR**  
SCHOOL, South Road, Bourne

Group A. Roll 592  
Required from September  
1987: Scale 1 graduate  
teacher of History.  
SAE to Head for terms and  
conditions. Closing date 23.05.87  
(37264) 132822

**STOCKPORT**  
Required from September 1987  
**TEACHER, History**

Scale 1 Roll: 3102  
**STAMFALL HIGH SCHOOL**  
Seal Road, Bramhall,  
Stockport SK1 1LT  
(Tel: 061-439 8043)  
A suitably qualified and ex-  
perienced teacher required to  
teach A Level and C.C.E.  
History.  
Please send for further de-  
tails or telephone the Head-  
master at the school before  
applying by 28th May 1987.  
Stockport Education Equal  
Opportunities Employer. 132822  
(3019)

#### QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.

UNLESS OTHERWISE STATED APPLICATION  
FORMS (SAE) ARE OBTAINABLE BY  
CONTACTING THE HEAD TEACHER,  
RETURNABLE BY 26th MAY 1987.

Brent is fundamentally committed to multi-  
cultural education.

Brent is an equal opportunity employer.  
Applications are welcome from candidates  
irrespective of race, nationality, ethnic or  
national origins, age, marital status, gender,  
sexual and gay men and from disabled  
persons.

London Weighting of £1215 per annum is made  
in addition to the appropriate Burnham  
Salary Scale.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

YES

To: The Head Teacher

School

I am interested in the post of

Please send me further information











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**WORKING  
AND DAGENHAM**

NIDNAN BOROUGHO OF  
 TOWN AND OF GENNHAM  
 GENNHAM PRIORY  
 COMPREHENSIVE SCHOOL  
 Pool Road, Dapenham, Essex  
 CV11 7ST  
 Application for September 1987:  
 1. A teaching post of 100% full  
 qualification, to teach throughout  
 the school in a successful and  
 innovative way with a wide range of  
 activities. Extra-curricular  
 commitments essential. Salary  
 £ 6,215 per annum (incl. pension  
 Allowance).  
 2. A commitment of removal  
 to the above area.  
 3. Apply in writing immediately  
 to the Headteacher, stating  
 your area of specialisation  
 and giving full R.E. and the names  
 & addresses of two referees  
 £ 6 of who should be your  
 present or immediate past em-  
 ployer.  
 Equal opportunity em-  
 ployer. (378135) 154222

ARNET  
LONDON BOROUGH  
J. JAMES' CATHOLIC HIGH  
SCHOOL

1. **Address:** Hill Road, Edwars,  
 Wexham, Bucks. HP12 3JG.  
 Tel: 01295 3410.  
 2. **Education:** A Mixed Comprehensive.  
 3. **Qualifications:** GCSE's  
 (1975, Sixth Form 1981).  
 4. **Employment:** I am a  
 fully qualified teacher of  
 Physical Education - SEN  
 to join an enthusiastic and  
 well supported Department to  
 teach the subject across the age  
 range. An interest in teaching  
 and coaching all categories  
 of pupils, including catholic preferred.  
 5. **Other:** Covering expenses and  
 transportation allowances available.  
 6. **Notes:** I am willing to Hand  
 over my c.v. and references  
 of two referees, S.A.E.  
 10 Downing Street, London  
 SW1E 6AE. Educational Services  
 142222

**EDUCATION**  
**ARLINGTON UPPER**  
**SCHOOL**  
uswell End Road,  
Arlington, Bedfordshire LU5

Col. Toddington 3836  
 required for September  
 1957, an enthusiastic teacher  
 of Boys P.E. and Games.  
 rule one to promote physical  
 education in this well equip-  
 ed school.  
 Interest in gymnastic or  
 advantage. A full commitment  
 to extra curricular activities  
 including school fixture is re-  
 quired.  
 Education forms and  
 further details from the  
 Director, SAE please.  
 An Equal Opportunity Em-  
 ployer. (34046) 13422

**BEXLEY**  
**LONDON BOROUGH**  
**BEXLEY GRAMMAR**  
 School  
 Danson Lane, Wellins, Kent

Tel: 01-304 8538.  
Roll: 800 mixed  
Required for September  
1987, teacher for Girls' P.E.  
Scale 1. (Scale 2 could be)

considered for an experienced  
able to help with  
Latin or Careers).

Further information and  
application forms available  
from the Head Teacher.

**ERITH SCHOOL**  
Avenue Road, Erith, Kent  
DA5 3HJ  
Tel: 0688 348321/6.  
Fax: 16000. Sixth Form  
Open: 1967.  
Bilateral Co-Educational.  
Required as soon as possible.  
Education (Girls) Scale 1. The D  
partment is large and offering a ve  
wide range of curricular a  
non-curricular activities. We  
commitment  
competitive sport at  
state their own special in  
terests.

Further details and a  
plication forms available  
from the Head Teacher.  
We enclose a folder  
s.a.e.

**PICARDY SCHOOL**  
Erith School, Belvedere, Kent  
DA17 6HT  
Tel: Erith 41371  
Roll 1075 All-ability.

**RIVERSIDE SCHOOL**  
Vernon, Wis. 53593  
Tel: 913-010  
We are seeking an experienced, qualified teacher for a position in PE/Gym to join a successful staff. The school is a small, friendly environment, ability to use mathematics on advanced concepts. The system is a mixed ability team groups.  
Send letter of application and curriculum vitae to the master.

**Required for September 1**  
a teacher of P.E. and Rec-  
reation, Grade 1 post. 1

areas of the curriculum compulsory for all pupils. It is mainly taught mixed groups and includes health-related fitness, educational dance. For humanities element of post, an interest/qualification in social science and/or physical education would be especially welcome.

Application forms Head Teacher.

(34245)







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INDEPENDENT  
EDUCATION

(continued)

**LONDON SW15**  
**PUTNEY HIGH SCHOOL**  
13 Putney Hill, London SW15  
Tel: 01-788 4884  
Headmistress Mrs. P.A. Penney  
REQUIRE FOR SEPTEMBER 1987  
Two experienced and enthusiastic teachers to teach English and Mathematics. The second unit would be particularly helpful. Please send CVs to the Headmistress for consideration.

An ability to teach class music and to play the piano or to teach computer studies would be an added recommendation for any of the above posts but is not essential. The salary scale is £14,997 to £18,524.

## LONDON SW3

Thomas's is an established independent school in central London. From September 1987 we need a Headmaster and a Deputy Headmaster. The Headmaster will be responsible for the overall running of the school and will have a wide range of responsibilities. The Deputy Headmaster will be responsible for the day-to-day running of the school and will have a wide range of responsibilities. Both posts require a minimum of 10 years' experience in independent education. Salary scales are £18,524 to £24,000 for the Headmaster and £14,997 to £18,524 for the Deputy Headmaster. Please send CVs to the Headmistress for consideration.

## LONDON W8

**ASHBOURNE TITORS**  
TEACHING POSITIONS  
FOR 1987-88  
Ashbourne Tutors is an independent school offering tuition in small groups. We are seeking experienced teachers to teach English, Mathematics, Science, and History. The school is located in a beautiful setting in W8. Salary scales are £14,997 to £18,524. Please send CVs to the Headmistress for consideration.

EDINBURGH MERCHANT COMPANY SCHOOLS  
DANIEL STEWART'S & MELVILLE COLLEGE  
Principal Teacher of Chemistry Principal Teacher of Classics

Candidates are invited to apply for the above posts in the Senior School of this large independent school of 770 boys. The School prepares candidates for the examinations of the Scottish Examination Board. A high percentage of all boys remain for a Sixth Year and study for the G.C.S.E. and A Levels. 70% of the Sixth Form go to Universities including Oxford and Cambridge. These appointments will commence at the beginning of Session 1987-88.

Applicants must be registered with the GTC or be eligible for registration. A genuine commitment to the School's flourishing extra-curricular activities will be expected of the successful candidates.

Salary and responsibility allowance would be according to the Scottish National Scale.

Please apply by Monday, 1st June to: The Principal, Daniel Stewart's and Melville College, Queensferry Road, Edinburgh, EH4 3EZ, giving full details of qualifications, interests and experience, together with the names of two referees.

## ST GEORGE'S SCHOOL

Independent Co-Educational Boarding School, NOR 350, 8-18 yrs. Young forward looking school (Est 1978) - with energetic and committed staff.

Required for September 1987:  
**MATHS & COMPUTER STUDIES** - Experienced Graduate teacher to co-ordinate and develop both subjects throughout school. Proven ability to teach to 'A' level in Mathematics and GCSE in Computer Studies essential. Generous salary and incentive allowances up to £16,300pa.

**HISTORY & ENGLISH** - 2 Graduate teachers with ability to teach throughout age range. Ability to teach Boys Games as a subsidiary subject or be responsible for CCF RAF Section essential.

Posts may be residential (single accommodation) or non-residential.

Apply with full CV and names and addresses of 2 referees to: The Headmaster, St George's School, The Hall, Gt Finchborough, Stowmarket, Suffolk, IP14 3EF. (01497) 13437

## LONDON

Independent Girls' School requiring enthusiastic and caring teachers. Owing to expansion in numbers and curriculum we now have vacancies in the following departments: English, French, History, Geography, Mathematics, Science and Needlework.  
Please send CV and two referees to: Mrs. J. R. 00711, Priory House, 51 Church Lane, ECU1 4JN (08453) 18524

## SURREY

**CONVENT OF THE SACRED HEARTS**  
Required for September 1987.  
**FULL TIME TEACHER OF HISTORY AND R.E.**  
This vacancy could be filled by two part-time teachers.  
Government pay scale and superannuation.  
Apply with full CV, to the Headmistress, Convent of the Sacred Hearts, 2 Dorling Road, Epsom, Surrey KT8 1LJ. 185624 (37517)

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## Preparatory Schools

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## HEADSHIPS

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**B.M.B.C. IS AN EQUAL OPPORTUNITY EMPLOYER**

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## WEST GLAMORGAN County Council Education Department Lecturing Vacancies

Applications are invited for the following posts to commence as soon as possible.  
Application forms and further particulars for the following posts must be obtained from the appropriate College concerned.

### Gorseinon College

52-58 Belgrave Road, Gorseinon, SA4 2RF.  
This is a Group 4 Tertiary College offering a full range of courses, post 16 and including Adult Education and Training.

#### LECTURER II

In Chemistry, Honours Graduate to teach G.C.S.E./A/A Level students.  
(Post Ref. 2.15/87).

### NEATH COLLEGE

Dwr-y-Felin Road, Neath, SA10 7RF.

#### 1. LECTURER I

Honours graduate able to teach French and German to G.C.S.E. level at the College and at its partner 11-18 comprehensive schools. As the post involves working with the Schools and College, the successful candidate must be able to teach across the wide age and ability range. He/she must also possess his/her own transport.  
(Post Ref. 3.15/87).

#### 2. LECTURER I IN BUSINESS STUDIES AND ENTERPRISE EDUCATION

The College wishes to appoint a Lecturer who will make a positive contribution to the development of Business Studies courses and Enterprise Education within the 16+ phase of the Neath T.V.E.I. Scheme. Candidates must be graduates with relevant teaching experience. Appropriate industrial experience will be an added qualification.  
(Post Ref. 4.15/87).

### SWANSEA COLLEGE

Tychoch, Swansea, SA2 9EB.

Swansea College is a Tertiary College in its third year of existence with a full-time student roll of approximately 1200. The College also caters for a wide range of part-time and evening students in the City of Swansea.

#### 1. LECTURER I IN RETAIL DISTRIBUTION

To teach Distribution Options on BTEC National and First Award Courses, such as Organisation and Economics of Distribution, Marketing, and Selling Methods. Ability to contribute to the teaching of B.T.E.C. Core Modules would be advantageous.  
(Post Ref. 6.15/87).

#### 2. LECTURER I

To teach German to 'A' Level and G.C.S.E. at the Tertiary College and at one of its partner comprehensive schools (Mynyddbach).  
(Post Ref. 6.15/87).

Application forms and further particulars can be obtained from the appropriate College concerned on receipt of a large stamped addressed envelope quoting the post-reference.  
The CLOSING DATE for receipt of completed application forms is THURSDAY, 28TH MAY, 1987.

John Beale,  
Director of Education.  
(40459)

### De Havilland College

The Campus, Welwyn Garden City, Herts

Required for 1 September 1987:

#### Lecturer I

(2 posts) for

#### English and Communications

Graduates required to specialise in both areas of the section with additional interest in pre-vocational teaching or BTEC courses preferably to computer and media applications.

Posts to be based at the College Borehamwood Centre.

#### Lecturer I/Organiser

to work with

#### Special Needs Students

An experienced and qualified person is required to develop full-time and part-time courses for Special Needs students and teach within Physical Education or Home Economics areas. The post will be on a temporary one-year contract in the first instance which may be extended or converted to a full-time post by mutual agreement. Post to be based at The College Hatfield Centre.

Salary: £8843 - £13,656 per annum plus £282 "fringe" allowance.

Forms and further details from The Principal, De Havilland College, The Campus, Welwyn Garden City, Herts AL8 6AH (telephone: Welwyn Garden 326318 ext 21) to be returned by 29th May 1987.

(40455)

## COLLEGES OF FURTHER AND TERTIARY EDUCATION

(continued)

### DUDLEY METROPOLITAN BOROUGH

(Equal Opportunity Employer)

#### DUDLEY COLLEGE OF TECHNOLOGY

LECTURERS GRADE I -

£6,843 - £11,865

(a) School of Electrical, Electronic Engineering and Computer Studies - Lecturer to tutor in the Computing Section of the Information Technology Centre (ITCC).

(b) Temporary (full-time post from 1st June 1987 to August 1988) to teach within the College's TVEI Core Studies Programme on a wide variety of 6-18 courses, and to be actively involved in developing careers and student counselling provision. Applicants should have recent experience in careers provision and be conversant with student-centred learning methods.

Application forms and further details available from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands DY1 4AS. 220026 (37410).

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## HAMPSHIRE COUNTY COUNCIL

BROOKHURST COLLEGE  
Lyndhurst Rd.,  
Brookhurst, Hants. SO42 7ZE

Applications are invited for the position of:

LECTURER GRADE I IN ACCOUNTING

AND/OR

ORGANISATION IN IT'S ENVIRONMENT

to commence 1 September 1987

The successful applicant will be expected to teach at least ONE of the above units to students on the BTEC National Diploma in Business and Finance.

The ability to offer an additional BTEC unit would be an advantage, but is not essential. Candidates should be graduates with a minimum of 3 years' experience in the field of accounting or business administration. Applicants should be conversant with the BTEC syllabus and have recent experience in the field of accounting or business administration. Applicants should be conversant with the BTEC syllabus and have recent experience in the field of accounting or business administration.

Application forms should be returned as soon as possible.

Application forms and further details are available from the Principal, Brookhurst College, Lyndhurst Road, Lyndhurst, Hampshire (SO42 7ZE). Tel: 01302 85561. (43510) 220026

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## HEREFORD AND WORCESTER COUNTY COUNCIL

HEREFORD TECHNICAL COLLEGE

Department of Science and Mathematics

LECTURER IN NURSERY NURSING STUDIES

Required to augment small team of tutors responsible for the thriving Nursery Nursing Examination Board and to provide course provision. Applicants should have experience as a health visitor or nursery/infant teacher.

Salary scale (£6,843 to £11,865) with opportunities for progression to £13,656.

Further details may be obtained from the Principal, Hereford Technical College, Folly Lane, Hereford HR1 2EJ. Tel: 01432 867511. Extension 301. Please send a stamped addressed envelope.

Completed application forms should be returned within 14 days of the appearance of this advertisement.

WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF

LECTURER GRADE II - HOTEL AND CATERING

(Re-advertisement)

Applications are invited for the above post to teach Hotel and Catering Administration to students pursuing BTEC and C.G.L.I. full-time courses.

Appropriate professional or teaching experience is required.

The post is available from 1st September, 1987.

Salary: Lecturer Grade II £6,843 - £11,865. (Position on scale dependent on qualifications and experience).

Further details and an application form can be obtained from the Principal, Worcester Technical College, Worcester WR1 2PF, upon receipt of a large stamped addressed envelope, quoting reference C/758.

(37595) 220026

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## Posts Overseas

### Bahrain

#### The British Council English Centre Assistant Director of Studies

Duties: teacher training mainly to RSA Prep Cert; selecting textbooks; timetable; management of curriculum, methodology, testing; some financial responsibility; teaching EFL at all levels for 14 contact hours per week.

**Qualifications:** degree, RSA Diploma or PGCE/TEFL MA (TEFL or Applied Linguistics) desirable. Varied TEFL experience including Teacher Training on RSA courses.

**Salary:** £10,720 p.a. (£1 = about BD 0.62). Benefits: airfares, baggage allowance, 45 days' leave p.a.; annual passage paid leave; accommodation allowance; medical scheme. Contract: 2 years, renewable, from 1 September 1987.

**Closing date:** 1 June 1987.  
**Reference:** 87 D 84

### Portugal

#### ITO Manager, The British Institute, Oporto

Duties: maintaining professional standards; personnel management including recruitment, teacher assessment, welfare etc; marketing and publishing the Institute; financial and general administration.

**Qualifications:** degree or teaching qualification, RSA Dip TEFL or PGCE/TEFL, substantial TEFL experience and supervisory experience in a DTEO or similar institution. MA (Applied Linguistics, TEFL) desirable.

**Salary:** on scale £11,500 - £17,000 p.a. Benefits: airfares, baggage allowance, medical insurance, 8% SCA, overseas, child and rent allowance, 9 weeks' leave p.a. Contract: 2 years, renewable, from July 1987. **Closing date:** 4 June 1987.  
**Reference:** 87 D 76

### Key English Language

#### Teaching Scheme

The KELT Scheme is part of Britain's Aid Programme to developing countries

### Egypt

#### Postgraduate Development Consultant

#### Centre for Developing English Language Teaching

#### Aln Shams University, Cairo

Duties: member of seven-KELT team at CDELT with special responsibility for developing and monitoring the Professional

Diploma in English Teaching and the Special Diploma.

**Qualifications:** UK citizens with a British educational background; first degree and a Masters degree in TEFL or Applied Linguistics; at least 10 years' experience in TEFL or English teacher training, of which a substantial proportion should preferably have been gained in developing countries.

**Salary:** £12,268 - £17,063 p.a. free of UK income tax.

**Overseas allowances:** nil to £1,176 p.a. depending on salary level and marital status. **Date of appointment:** September 1987. **Contract:** initially for 2 years with the British Council.

**Closing date for applications:** 10th June 1987.

**Reference:** 87 K 1

### Oman

#### Inspector, Southern Region Ministry of Education and Youth Salalah

Duties: to advise on teacher training. **Qualifications:** UK citizens, male, with a British educational background; a BA in English/Modern Languages plus either a PGCE in TEFL and a minimum of 7 years' relevant post PGCE experience or an MA in TEFL/Linguistics and a minimum of 5 years' relevant post MA experience.

**Salary:** £12,258 - £17,063 p.a. free of UK income tax.

**Overseas allowances:** £100 - £4,784 p.a. depending on salary level and marital status. **Date of appointment:** August 1987.

**Contract:** initially for 2 years with the British Council. **Closing date for applications:** 10th June 1987.

**Reference:** 87 K 2

Benefits for both of the above posts: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1X 2AA.



## TEFL COUPLE

Combined Salary circa £24,000 Tax Free  
Saudi Arabia  
10 months of Enormous Benefit

A unique opportunity, for a married couple professionally qualified in the teaching of English as a foreign language, is provided by a major US Corporation operating extensive support services to Government establishments in Jeddah.

These include English instruction at two Dependents' schools where a number of couples work in separate boys and girls schools.

The successful couple will have a minimum 5 years' school experience and formal TEFL qualifications, will be adaptable, energetic and innovative and will be able to make a positive contribution within and outside the classroom.

The 10 months, renewable contract offers free accommodation, 20 working days annual leave and a combined tax-free salary of circa £24,000 per month.

Anticipated start-date in Kingdom is July 1987. Final interviews to be held in London.

Please send full cv's or telephone for more details to:

W Martin Dyes,  
Chemist Limited,  
International Recruitment Consultants,  
23 Pembroke Square, London W2 4DR.  
Telephone: 01-243 0504.

CHEMSULT

## YOUTH & COMMUNITY

### LEICESTERSHIRE COUNTY COUNCIL

#### An Equal Opportunity Employer

#### HAMILTON COMMUNITY COLLEGE

Keyham Lane, West. Leicestershire, LE15 1JH. Community Tutor (YOUTH)

Required in this North East area of Leicestershire for September 1987, a lively person with a full range of ideas and experience as a full-time Community Tutor. You will be responsible for leading and organising a variety of programmes of youth activities. There is a 30% involvement in day school curriculum. This commitment is negotiable on an individual basis. Qualified teachers with relevant youth work experience essential.

**Salary:** £10,000 - £12,000 p.a. depending on experience.

**Application forms and further details available from Mr. V. H. H. Hamilton, Hamilton School, Keyham Lane, West, Leicestershire, LE15 1JH. (Telephone 0533 444444). Closing date: 15th May, 1987.**

### Overseas Appointments

#### BAHAMAS

St. Andrew's School, Nassau, Bahamas. St. Andrew's School is an independent, all-boys, co-educational school catering to a substantial number of students from the Caribbean and other parts of the world. The school is housed in a modern building on a 35 acre site.

Teachers required for September 1987. Head of French (with some Spanish). Head of Spanish. Candidates for these positions must have a minimum of five years relevant experience, a recognised degree and professional training.

3. Teacher of English with Religious Education. 4. Teacher of Girls' Physical Education with some History.

Applicants for post 3 and 4 should have at least three years recent relevant experience.

**Salary Scales:**  
Three years Teacher training %12,886 - %17,378.  
Clerical %10,720 - %14,734 - %18,250.  
Honours Degree with Teacher training %15,370 - %18,250.

A 5 percent gratuity is paid annually for the first two years contract.

All candidates should submit a letter of application, a testimonial, one recent passport sized photograph and a detailed curriculum vitae giving the names and addresses of two referees.

Details of marital status, number of dependents, and home and work telephone contacts should be included.

Applications should be sent directly to the Headmaster, St. Andrew's School, P.O. Box N-7548, Nassau, Bahamas. (37053) 460000

#### BELGIUM

An experienced teacher with a degree, required to teach Geography and computers to children of 10 to 14 years of age.

A letter of application, a curriculum vitae, the names of two referees and a recent passport sized photograph should be sent to the Recruitment Officer, A.E.P.S.K., 438 Lonsdale Street, Antwerp, Belgium. (371788) 460000

## Khartoum International Preparatory School Sudan

A private English-medium school providing education from pre-school nursery level to secondary based on the British educational system, for 300 children with multinational backgrounds.

Teachers are required from August 1987 for the following posts:

**INFANTS** One of the teachers will be appointed as infants co-ordinator.

**JUNIOR, REMEDIAL, MUSIC**

**SECONDARY ENGLISH LANGUAGE**

**SECONDARY BIOLOGY.** One Secondary teacher will be appointed as Deputy Head.

**CANDIDATES** must be well qualified, with at least one year's experience. They should be of British or Commonwealth origin, with English as mother tongue. Male or female candidates may apply. Teaching couples without children will also be considered.

**SALARY AND CONDITIONS.** Contract for two years with salary on local scale, plus sterling bonus and end of contract gratuity totalling £6,750. Free air-conditioned accommodation and utilities. Free medical care and insurance subsidised local transport. Annual return fare paid.

For further details and an application form, please contact: Gabbitts-Thring Recruitment, 8-8 Sackville Street, London W1X 2BR. Tel: (01) 734 0161. (10021)

## Gabbitts-Thring



## CAMPION SCHOOL ATHENS GREECE

The Campion group of schools comprises three separate co-educational international schools in different parts of Athens with a total enrolment of 770 pupils between the ages of 3 and 18. There are 75 academic staff, the majority trained in the United Kingdom. The school is in membership of G.S.A. and the Headmaster is an overseas M.C. Applications are invited for the following post by September 1987:

### CRAFT, DESIGN AND TECHNOLOGY

A teacher is required to take charge of the workshop and to run a programme of light craft education throughout the school. Pupils are prepared for G.C.S.E. Graphical Communication.

This post would be on a two-year contract initially, but this is renewable by mutual agreement. Applications should be sent to the Headmaster: A.F. Eggleston, O.B.E., M.A. (Oxon), Campion School, P.O. Box 88009, GR154 10 PYCHICO, ATHENS, GREECE. Application should include the names, addresses and telephone numbers of two referees. Telephone enquiries may be made on 17th May at 01-735-5231. (4005)



## The Centre for British Teachers

### Brunei Darussalam

We still have opportunities for EFL teachers to join our Secondary School project in Brunei at the end of the year. This is a well-established project where teachers enjoy:

- excellent benefits on your two-year contract including free unfurnished accommodation, interest free car loan, baggage allowance, free medical care, full professional and personal support services PLUS a very attractive tax-free salary and generous gratuity
- the chance to travel in the Far East from the small oil rich Sultanate of Brunei on the island of Borneo
- the opportunity to teach English as a Foreign Language in a country where your expertise is urgently required and to widen and improve your professional skills

Candidates must have an Honours Degree, a PGCE and at least 5 years teaching experience including 2 years TEFL. A driving licence is essential.

For further details and an application form, please contact:

THE CENTRE FOR BRITISH TEACHERS,  
Quality Course, Quality Court, Chancery Lane, London WC2A 1HP  
Tel: 01-242-2282, quoting reference (BST 1).

## OVERSEAS POSTS

### CANARY ISLANDS

The British school of Las Palmas, a small yet well equipped school, catering for pupils aged 4-14.

We require for September:

— a qualified maths and science teacher for 9-14 years.

— an E.O.P. Spanish teacher for 6-14 age range. The teacher must be fluent in English and who specialises in language and social studies.

We offer a 23 month contract, a good salary, friendly environment, small class sizes, excellent facilities, excellent climate.

Apply in writing as soon as possible, enclosing a full CV, references and a photograph. Write to:

The Headmaster, Las Palmas School, P.O. Box 40, Las Palmas, Canary Islands. (37051) 460000

### DUBAI-UAE

Gymnasium Instructor required for Fitness Centre. Applicants must have strong P.E. background in teaching of teenagers/adults. Full time, paid leave and provided, interviews London 20th May. Please send full c.v. and photo to: Sandra Buckingham, 6A Ashurst Road, Shepherd's Bush, LONDON W12. 460000 (34386)

### FINLAND

English Kindergarten requires nursery/infant teacher to teach English to Finnish children aged 4-6. Salary 3000/month. 1 to 3 year contract. From 1-3-87. First interview to be held in London around 20th May. Please send full c.v. and photo to: Mrs R. Kallio, P.O. Box 100, 00101 Helsinki, Finland. (37184) 460000

### FINLAND

Qualified Kindergarten Teacher to teach 87 - 88 in English to Finnish children. Accommodation arranged. Salary 1418 mth. Travel to Finland paid. Applications to PL 16, 37100 Nokia, phone 015/37184. (37184) 460000

### FINLAND

THE ENGLISH KINDERGARTEN OF KOKKOLA. Requires teacher to teach 87/88. Salary 3000 mth. First interview to be held in London around 20th May. Please send full c.v. and photo to: Mrs R. Kallio, P.O. Box 100, 00101 Helsinki, Finland. (37184) 460000

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## LONDON BOROUGH OF MERTON EDUCATION COMMITTEE MERTON TVEI PROJECT ADVISORY TEACHER Staff Development

Senior Teacher Scale required for Autumn 1987 or as soon as possible.

An Advisory Teacher responsible for initiating and developing programmes of In-Service Training in the TVEI Institutions, integrating such programmes in to the Authorities GRIST proposals and developing the Project Curriculum Resource Centre as a base for In-Service Training Courses and an information bank for TVEI Staff.

The candidate appointed to the post will be expected to work with a committed team of TVEI Co-ordinators.

Applications are invited from suitably qualified and experienced teachers.

Closing date: 26th May, 1987.

Application forms and further particulars of the post are available from the Project Co-ordinator, Merton TVEI Centre, Malden Cottage, Malden Hall Road, Malden, Surrey. Tel: 01-543 3777/8.

MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

All applications will be considered on their merits.

## ADMINISTRATION - LEA continued

**MERTON**  
LONDON BOROUGH OF  
MERTON  
EDUCATION DEPARTMENT  
Applications are invited for the following posts, to take effect from September 1987:

**SCALE 4** **URNHAM**

**1. Expressive Arts**  
The Expressive Arts Department has been established as part of the Authority's policy on curriculum development and in-service training. Both posts will be offered on a one year basis. It is likely, however, that tenure will be extended under future GRIST arrangements. Candidates for both posts should be committed to working alongside teachers to develop strategies for improving quality and continuity in the curriculum between Primary Schools (3-5) and Middle Schools (6-13), but successful applicants will also be required to contribute generally to the Authority's development. Both posts will be based at the Merton Arts Centre. Completed applications should be received by Monday 18th May 1987. For further details, please telephone David Allum on 345 3664 or as soon as possible.

**MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER**

All applications will be considered on their merits.

**NORTH YORKSHIRE**  
ADVISER, BUSINESS  
EDUCATION

£19,017 - £19,761

Headteacher, Group 8

This is a new post offering particular scope for initiative and innovation. You will, under the direction of the County Adviser (16-17 Education), be responsible for the oversight and promotion of Business Education and training throughout the County, and will work as a member of the Advisory team under the leadership of the Chief Adviser.

You should have appropriate qualifications and teaching experience at a senior level in either or both Schools or Colleges.

Application forms and further particulars from the County Education Officer, Room 501, County Hall, Northallerton, DL7 8AE.

Closing date 28.5.87 (37551)

£19,017 - £19,761

Headteacher, Group 8

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Headteacher, Group 8

## Administration - LEA General

LONDON WC1B

UNIVERSITY OF LONDON

SCHOOL EXAMINATIONS

RESPECTIVE FOR GCSE

COMMUNITY

LANGUAGES

The School Examinations Board which conducts GCSE examinations for the University of London at centres in the UK and overseas and will conduct the GCSE examinations in the UK, has a vacancy for a Subject Officer to be responsible for the GCSE Community Languages.

The person appointed will be responsible for the administration and development of examinations and procedures for GCSE Community Languages. These will include Arabic, Bengali, Chinese, Hindi, Modern Greek, Punjabi, Urdu and from 1989 Classical Hebrew, Hindi, Japanese, Persian, Portuguese and Tamil will be added. A good degree in a modern language or relevant experience in the field of school examinations and/or teaching is essential.

The initial salary according to age, qualifications and experience is likely to be in the range of £11,460 to £14,825 plus annual allowance of £1,350 on 1 March 1988.

London Allowance will be payable on a sliding scale from £1,350 to £1,930 on 1 March 1988.

Further particulars and application forms are available from Miss A. Slater, Assistant Personnel Officer, 52 Russell Square, London WC1B 3DN. Tel: 01-582 8000. Closing date for applications 5 June 200000 (43545)

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## EDUCATION DEPARTMENT

### PRINCIPAL OFFICER (Special Needs)

£17,898 - £19,032

Kingston upon Thames  
Following a promotion a vacancy exists for a Principal Officer to act as deputy to the Assistant County Education Officer (Special Needs).

The Principal Officer will assist in directing the operation of Special Education establishments, contribute to policy formulation and monitor its implementation and generally help ensure that the special educational needs of the wider school population are adequately met.

You should have significant administrative and/or teaching experience and be able to communicate effectively at all levels. Further details and application form from Education Department, Non-Teaching Personnel Section, County Hall, Kingston upon Thames KT1 2DJ, Surrey, Tel: 01-541 6500, quoting ref. NTP 63. Closing date 29 May 1987.

### YOUTH AND COMMUNITY WORKER

£10,155 - £11,355

The Molesey Youth and Community Centre in the north east area of Surrey is a purpose built Youth Centre used by many community groups. It has a local Management Committee and operates a programme of personal and social education for young people and is keen to develop its work with girls. The work is supported by a team of seasonal youth workers (part time) and volunteers.

We need an enthusiastic, experienced and committed youth worker with a Youth Work or teaching qualification and proven management skills. The County Council has a relocation assistance scheme and temporary housing may be available.

Further details and application form from Mr Peter Wiles, Senior Youth and Community Officer, North East Area Youth and Community Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: W



PERIPATETIC POSTS  
continued

## SALFORD

**CITY OF SALFORD EDUCATION DEPARTMENT**  
Required for September 1987.  
**PERIPATETIC TEACHER**  
This is a 2 year post. Available for an experienced teacher. Applications are invited from qualified teachers of the deaf for the above post, supporting Primary/Secondary schools throughout the Salford area. Please send stamped address to the Chief Education Officer, Education Office, City of Salford, Salford M6 6LT, to whom completed applications should be returned by 25 May 1987. (137501) 670000

## STOCKPORT

**Required from 1st September 1987**  
**TEACHER - Peripatetic**  
This is a 2 year post. Available for an experienced teacher. Applications are invited from qualified teachers of the deaf for the above post, supporting Primary/Secondary schools throughout the Stockport area. Please send stamped address to the Chief Education Officer, Education Office, City of Stockport, Stockport M6 6LT, to whom completed applications should be returned by 25 May 1987. (140054) 670000

UNIVERSITY OF LONDON  
SCHOOL EXAMINATION BOARD  
GENERAL CERTIFICATE OF  
EDUCATION EXAMINATION

The Board invites applications for the following appointments:

## CHIEF EXAMINERS

## Ordinary Level (Overseas)

Mathematics, Syllabus B for June 1989

English Language, Syllabus A

German

Mathematics, Syllabus A

Principles of Accounts

Religious Studies

for JUNE 1990

Applicants should be graduates or hold appropriate qualifications and should be under 45 with five years recent teaching experience. Examining experience is essential. Chief Examiners' duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners. For application form and further details write to: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed postage envelope. Completed application forms should be returned by 3 June 1987. (12281)

UNIVERSITY OF CAMBRIDGE  
LOCAL EXAMINATIONS SYNDICATE  
Full time appointment of  
ASSISTANT SUBJECT OFFICER  
(MATHEMATICS)

The successful applicant is likely to be a well-organised, literate and articulate young person with a good Honours degree in Mathematics or a closely related subject and a lively interest in mathematical education. Attention to detail and the ability to meet deadlines are essential requirements of the post. Relevant teaching and/or administrative experience will be an advantage.

Duties will include minute taking, report writing, proof reading and dealing with other subject-specific matters relating to examinations in mathematical subjects at a variety of levels conducted by the Syndicate and the Midland Examining Group.

Salary in the range of £8,735 to £14,825 plus University Superannuation Scheme, depending upon age and experience.

Further details are available from the Deputy Secretary (reference STSAC/3), 1 Hills Road, Cambridge CB1 2EU to whom applications (three copies) should be sent, together with the names of three referees, so as to reach him not later than 5 June 1987. (12598)

The Industrial Society  
INDUSTRIAL  
SOCIETY  
ADVISERS

The Industrial Society is seeking senior managers from education as advisers on secondment for the academic year commencing September 1987. The posts will be based in London, although there will be travel throughout the U.K.

Candidates will need to hold a senior position in schools, colleges or LEAs and be willing to take up the exciting challenge of designing, marketing and delivering a range of courses and conferences aimed at further developing the skills and knowledge of people working in education and building bridges between education and industry.

Three advisers are sought, one for the Education Department and two for the Pepperell Unit. The latter should have a particular interest in equal opportunity and in helping the unit to extend their work with women and girls in schools, FE and HE.

Applicants, in the first instance, should apply with a letter and C.V. to Julia Cleverdon, Directorate, Education Department, The Industrial Society, Robert Hyde House,

## Miscellaneous

## LONDON W6

**THE AMATEUR ROWING ASSOCIATION INVITES APPLICATIONS FOR THE POST OF NATIONAL ROWING COACH**

Candidates should have experience in both rowing and coaching. The successful candidate is likely to be a mature person having some experience of teaching. A PE qualification is highly desirable. The successful candidate will be expected to work from the ARA Headquarters at Hammersmith and must hold a current driving licence as a car will be provided.

Candidates should currently be earning not less than £12,000 per annum.

UNIVERSITY OF LONDON  
SCHOOL EXAMINATION BOARD  
GENERAL CERTIFICATE OF  
EDUCATION EXAMINATION

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ASSISTANT  
MANAGER

## REDBRIDGE SPORTS CENTRE TRUST LTD

We require an Assistant Manager to join a young and enthusiastic team managing this independent multi-sports complex. The Centre, winner of the 1986/7 Greater London Sports Council's Management Award, provides a challenging opportunity for a self-motivated person. Applicants, probably aged between 21 and 30, should have relevant qualifications in either recreation management or physical education. The position offers a wide range of managerial responsibilities and excellent training for career advancement. The Centre caters for 20 activities but is particularly well known for racket sports and so an interest in such activities would be an advantage.

Starting salary - £7,500 p.a.  
Accommodation available if required.

Application forms and further details from the Secretary, Dept. T.E., Redbridge Sports Centre Trust Ltd., Forest Road, Barkingside, Essex IG6 3HD. Phone No. 01-501 0019.  
Completed application forms to be returned not later than Friday 29 May 1987. (13800)

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SOCIETY  
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Applicants, in the first instance, should apply with a letter and C.V. to Julia Cleverdon, Directorate, Education Department, The Industrial Society, Robert Hyde House,

MANAGEMENT TRAINEES  
LONDON AND THE HOME COUNTIES

Leeds Permanent is one of the leading national Building Societies, employing over 4,000 staff and with a branch network throughout the United Kingdom.

To help meet our future management requirements resulting from the Society's continued growth, we are seeking career-minded and ambitious men and women as management trainees. Comprehensive training will be provided, and successful trainees can anticipate their first management appointment within two years.

Candidates, who will probably be in their mid-twenties, must be educated to at least 'A' level standard and have had previous work experience in a financial or commercial environment.

The initial appointment will be in London and the Home Counties but to take advantage of future management opportunities, candidates will need to be mobile.

Negotiable starting salary will be offered, within a scale from £8,000 to £11,000 including Saturday morning overtime payments and London weighting allowance where appropriate. Salary progression will be linked to performance during the training and development period, and in addition trainees will be eligible for the usual attractive benefits associated with a major financial organisation.

Interested candidates should write for an application form to:

Mr S Dilworth, Regional Manager,  
Leeds Permanent Building Society,  
14 Waterloo Place, London SW1Y 4BA

Enquiries will be treated in the strictest confidence. Envelopes should be marked 'Staff Confidential'.  
AN EQUAL OPPORTUNITY EMPLOYER

**the Leeds PERMANENT BUILDING SOCIETY**  
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ENGINEERING AND TOWN PLANNING DEPARTMENT  
ROAD SAFETY OFFICER

Ref. EP.109  
£9,391-£10,164 p.a.  
To join a team providing Road Safety education and training in Schools and organising the National Cycling Proficiency Scheme. Duties would also include deputising for the District Road Safety Officer in administering and supervising the team. 3 years previous experience required. This is a re-advertisement and previous applicants will be considered without reapplying.

## ASSISTANT ROAD SAFETY OFFICER

Ref. EP.110  
£7,311-£9,216 p.a.  
To assist in the provision and administration of Road Safety Education in all schools, with emphasis on the primary groups. For both vacancies a teaching qualification plus a current car driving licence is essential. Informal discussion will be welcomed by Reg Mahon on Walsall (0922) 21244 ext. 2508. Last date for receipt of completed applications: 29th May 1987. Application forms and details from: Personnel Dept., P.M.S.U., Civic Centre, Darwall Street, Walsall WS1 1TP, quoting job title and reference number. Tel: Walsall 21244 ext. 3202.

Walsall  
Metropolitan Borough

An Equal Opportunity Employer

## We wish to appoint an Education Officer who will be concerned with all aspects of primary education, including pre-school.

Working in Educational Broadcasting Services, you will advise Education management, the Educational Broadcasting Councils and development departments on effectiveness of current programmes and development of future policy. You will be working directly with television and radio production teams and on specific fieldwork projects related to current output or future policy. You will be expected to co-ordinate team activities for some projects and contribute actively to educational courses and conferences. From time-to-time you may be expected to work outside the primary education specialism, and there will be occasional travel throughout the U.K.

In addition to professional qualifications relevant to the above duties, you must have extensive primary teaching experience at a senior level. A keen interest in the role of educational broadcasting (particularly in relation to primary schools) is essential - as is the possession of a current driving licence.

Salary £12,680 - £17,494 plus an allowance of £597 p.a. Benefits include 5 weeks leave a year.  
Based West London. Relocation expenses considered.  
Contact us immediately for application form (quoting ref. 3545/TE and enclose s.a.s.) BBC Appointments London W1A 1AA. Tel. 01-627 5798.

**BBC**  
We are an equal opportunities employer

## Outdoor Education

## VACANCIES

**RESIDENTIAL VACANCIES**  
For 1987-88, the Leeds Permanent Building Society is seeking experienced and enthusiastic teachers to assist with outdoor education activities in the Leeds area. The successful candidate will be responsible for the design and delivery of outdoor education courses for primary and secondary schools. The post is full-time, with a salary of £12,000 per annum. Applications should be sent to: Mr S Dilworth, Regional Manager, Leeds Permanent Building Society, 14 Waterloo Place, London SW1Y 4BA. (137501) 680000

**WINDSOR**  
Tennis Instructors  
Required at Windsor 6/7-24/7. Qualified teachers or non-qualified teachers with a minimum of 2 years experience in tennis. Salary £12,000 per annum. Applications should be sent to: Mr S Dilworth, Regional Manager, Leeds Permanent Building Society, 14 Waterloo Place, London SW1Y 4BA. (137501) 680000

**ENGLISH AS A FOREIGN LANGUAGE**  
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**EMBAASSY STUDY TOURS**  
Has vacancies on summer holiday language residential and non-residential courses as follows:

**English as a Foreign Language**  
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**BOURNEMOUTH**  
RBA COURSES AT ITTC  
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**LONDON NW1**  
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International Community School, requires temporary staff for its programme of Summer Courses for foreign students from 1st June. Experienced teachers required for Junior and Teenager classes. Applicants for Teenager classes must be EFL qualified. Applications must be sent to: Mr S Dilworth, Regional Manager, Leeds Permanent Building Society, 14 Waterloo Place, London SW1Y 4BA. (137501) 680000

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ARL (ARL/FELCO)-Established 1968. Teachers for young adults (16-18). August 1987. Possibility of Permanent Post. Full c.v. and contact telephone number to: The Director of Studies, 58 Bateman Street, Cambridge CB2 3RQ. Tel: 358088. (34077) 700000

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## WARWICKSHIRE

**MARLE HALL OUTDOOR EDUCATION CENTRE**  
Marle Hall, Leamington Spa, Warwickshire CV34 4SR. Tel: 01827 5191.

Biological/Ecology specialist required to assist with outdoor education activities in the Leamington area. The successful candidate will be responsible for the design and delivery of outdoor education courses for primary and secondary schools. The post is full-time, with a salary of £12,000 per annum. Applications should be sent to: Mr S Dilworth, Regional Manager, Leeds Permanent Building Society, 14 Waterloo Place, London SW1Y 4BA. (137501) 680000

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